| Session No | Host | Location | Duration | Description |
|---|---|---|---|---|
| 1 | Josette Bushell-Mingo | ECG 26 & ECG 27 | 60 mins | Performance lecture |
| 2 | Jos Beelen | ECG 13 | 40 mins | Many efforts are made to stimulate student mobility but the effects remain limited to a minority of students. Therefore, the urgency of an internationalised home curriculum is as great as ever. We now know that students that go abroad have the opportunity to acquire a range of transversal skills that are sought after by employers. A key question is therefore how non-mobile students can acquire these skills through the curriculum 'at home'. In this keynote, we will explore the concept of internationalisation at home and look some of the practical implications for universities and programmes of study. |
| 3 | Ben | ECG 24 | 60 mins | Participants will be introduced to and explore the dual nature of bias, conscious and unconscious, how it operates (cognition and how the brain works), and its implications in the academy and the workplace (illustrated through selected research, including the Implicit Association Test). In addition, participants will be introduced to the concept of microaggressions and the connectivity of microaggressions to bias, and the impact of both in our daily lives. Finally, the session will develop participant awareness of self-identifiable biases and strategies to diminish the impact of our unconscious (implicit) biases. |
| 4 | Jos Beelen | ECG 02 | 60 mins | Internationalised learning outcomes are receiving much attention as key indicators of the quality of internationalisation. This is manifest in the Certificate of Quality of Internationalisation (CeQuInt), which was developed by 11 European countries and implemented in 2015. It is based on the alignment of intended learning outcomes with teaching, learning and assessment.This workshop is aimed at academics that want to internationalise their teaching. On the basis of existing learning outcomes, we will explore how international and intercultural dimensions can be built into them and how individual modules relate to the programme as a whole. Academics are invited to bring descriptions of their modules to the workshop. Educational developers and other educational specialists are key players in supporting academics in articulating learning outcomes and designing assessment. They are therefore also invited to participate in this workshop. |
| 5 | Natalie Garret-Brown | ECG 26/27 | 60 mins | Mass Migration has brought the Polish community in the UK into the public eye. Showcasing three art projects by staff and students from Coventry University this panel will provide a forum to discuss intercultural and intergenerational community relationships and the role art can play in them. |
| 6 | Dr. Jennifer Ferriera | ECG 26 | 20 mins | Research is a creative process, and many academics will have a suite of research ideas which they would like to pursue given the opportunity. But turning an idea into a tangible research project, and generating impact takes time and effort. This presentation explores how to turn a research idea into a project and wider research agenda, highlighting strategies for generating research impact while establishing a research reputation. It discusses the example of a project funded through Coventry University's pump prime funding scheme which has successfully led to a range of outputs and generated research impact laying the foundations to begin constructing larger funding bids. The 'Spaces of Community' project enabled researchers in the Centre for Business in Society (CBiS) to establish a research agenda and reputation around the coffee and cafe industries, engaging stakeholders beyond academia. The presentation highlights a range of publishing and engagement strategies that can be used to turn a research idea into a tangible research project that leads to a range of outputs and research impact. |
| 7 | Kelly Moller | ECG 26 | 60 mins | Our experience of marrying the best practise from work based learning with the academic quality assurance for a Foundation Degree in management and Leadership has put us in a good place to meet the demands of a Chartered Manager Degree Apprenticeship (CMDA). This session will look at key assumptions and considerations for a practical approach to accessing the rigorous academic world and developing attractive higher and degree apprenticeship options. We will review the profile of the successful work based apprenticeship learner, the modular summative assessment, portfolio development as well as the end point assessment (EPA) required of the fully qualified Degree Apprentice. We will share the experiences and challenges |

| Session No | Host | Location | Duration | Description |
|---|---|---|---|---|
| | | | | from the tutors and lecturers involved in the programmes to-date. Highlighting the time commitment and the key differences with classic academic on-site tutor demands and working patterns. There is always room for greater efficiency; we will share what we have learned about being efficient. |
| 8 | Grace Cappy | EC1 22 | 40 mins | The LGBTQIA+ Inclusivity and Awareness Student-Led Training was ran as part of a series of events for LGBT History Month. It was positively received by staff across the University and is a positive step forward in promoting a positive and inclusive environment for the LGBTQIA student and staff community here at Coventry University. OverviewMembers of the CUSU LGBTQIA+ Society have designed and will be delivering a short training session that offers staff the opportunity to learn more about the LGBTQIA+ community within a HE context.<br>The session will cover the following:<br>• LGBTQIA+ pronouns and terminology<br>• Key issues that affect LGBTQIA+ students around the UK and at Coventry University<br>• New ideas and concepts around promoting a more inclusive curriculum and learning environment for the LGBTQIA+ student community<br>• Your questions and your ideas!<br>Whether you have lots of knowledge around the LGBTQIA+ community or none at all then this session is for you. We want to learn from you and try to answer any questions you might have if this is all new!<br>There will be opportunity for staff and students to ask questions and discuss ideas within a safe and inclusive environment. |
| 9 | Sally Parkes | EC1 22 | 20 mins | A team in HLS has been trained to deliver Mental Health First Aid (MHFA) courses. The aim of this initiative is to improve students, APTs and support staff's knowledge of MH issues and how to access support; 'raising awareness and breaking taboos'. This initiative, in addressing the issues relating to MH in the student population, feeds in to the Teaching Excellence Framework (TEF) where student support is being included in the metrics. The initiative seeks to improve coping skills and raise emotional resilience amongst students (and staff) To date the team has delivered MHFA Lite (½ day course):<br>544 Nursing students yr 2<br>95 Physiotherapy students yr 2<br>462 health care students across yr 1 (Nursing, Physiotherapy, Occupational Therapy, Dietitetics, Social Workers and Midwifery) The team has also delivered the MHFA Standard 2 day course to 105 university and hospital staff. A further 159 APTs and support staff have received the MHFA Lite. |
| 10 | Olivier Wood | EC1 23 | 40 mins | Using the LEARN process, participants will be guided through the process of developing interactive, student centred session/module design. As part of the Beyond Flipped programme, LEARN helps staff develop interactive teaching and learning design through an interactive workshop. Participants should come to the session with a set of learning outcomes they wish students to achieve. |
| 11 | Graeme Nelson | EC1 23 | 20 mins | Pre-sessional English courses aim to assist international students to adapt to an unfamiliar academic culture and to the expectations of UK HE. The programme raises students' awareness and ability to use academic English appropriately to achieve success on their destination courses. My presentation will reflect on how the PSE programme has encouraged effective participation in online discussion forums to help international students develop academic writing skills. Developing a variety of skills empowers international students to become engaged members of their diverse learning community and access the various learning opportunities available to them, so facilitating equality of opportunity on their destination |

| Session No | Host | Location | Duration | Description |
|---|---|---|---|---|
| | | | | course. Increased confidence and ability gained through forum discussion participation means that our international learners are able to broaden multicultural awareness across the University, therefore providing new perspectives and sharing diverse values, beliefs and academic practices. Increased engagement by international students also enriches the home student experience so benefitting internationalisation and diversity within the University. I will share some insights into the benefits for international students of engaging in online forum discussions on PSE courses, and provide a platform to share ideas on how to further support these students to achieve success in a diverse and unfamiliar academic culture. |
| 12 | Sophie Beer | EC1 03 | 60 mins | Today, still too few women led businesses reach the same economic scale as that achieved by male-led companies. By facilitating a panel discussion we are looking to understand the role women can/should play in start-up business, their motivations and obstacles in setting up successful start-ups etc We will address the theme of achievement and equality by inviting a group of successful women entrepreneur to share their experiences and thoughts in sectors/industries where women are still under represented. |
| 13 | Katherine Wimpenny | EC2 01 | 40 mins | This presentation will focus on the latest developments of OpenMed, an Erasmus + project with European and South Mediterranean (S-M) universities working together to foster engagement in the field of Open Education Practices (OEP) and Open Educational Resources (OER). OpenMed fosters the role of Universities as knowledge providers not only to their on-campus students but also beyond the walls of institutions, especially towards disadvantaged groups (e.g. low-income peoples, learners at risk of low achievement, and refugees). In particular, we will present the OpenMed Open Education (OE) Training Course, which aims to raise awareness and build capacity on OE among academic staff by adopting a blended learning approach. The goal of the OpenMed Training is to provide academics at partner universities with an opportunity to get familiar with the key principles underpinning the notion of OE and to experiment with ways of embedding such pedagogical approaches and practices into their own teaching. Likewise, the training looks at ways of pushing the OE agenda by combining bottom-up practice and institutional efforts. This requires supporting dialogue amongst stakeholders and building capacity of educators, to ensure that the necessary infrastructure and expertise to enable OE is taken into account and adequately resourced. Negotiation and development of such infrastructure could also increase the volume of virtual mobilities in Europe and in S-M Countries, opening up new, flexible, learning pathways, and exposing students to international approaches and dialogues, with large-scale benefits in terms of social externalities and learner citizenship. The development and overview of the training modules will be shared and discussion will centre on how Coventry University staff can benefit from this opportunity and the next stage plans. |
| 14 | Xavier Pierron | EC2 01 | 20 mins | The aim of this 20-minute sharing practice session is to encourage faculty to develop large scale OIL projects to substantially increase internationalisation numbers. I developed an OIL project in conjunction with 3 module leaders from FBL and 2 module leaders from partner institutions totalling 605 students (352 from FBL 219 from TAR UC in Malaysia and 34 from the University of Monterrey). As the project initiator I developed a framework based on PRME principles and sustainability issues using a business case study from Unilever. The case study was chosen and subsequently adapted to connect with students from the UK and Malaysia. This overarching case study allowed module leaders from various backgrounds (operations, strategy, leadership) to contribute individually to the creation of a wider project. This unlocked the constraint to have similar modules running at the same time and allowed module leaders to personalise content as per their intended learning objectives. The project took 6 weeks to prepare and was delivered over 4 weeks following 3 core themes. Students used Skype, Facebook and an online shared document to collaborate. Eventually, the OIL project produced enriched content as students from different backgrounds collaborated online towards goals set by their module leaders. The final document reflected student contributions from their module perspective and aggregated information following the PRME framework followed. This sharing practice session will present the OIL project framework, the collaboration methods used with module leaders to produce the project and the outputs produced by students. |
| 15 | Chitro Ghose | ECG 01 | 40 mins | This will be a briefing session to update on the latest strategies, priorities and plans for the future in relation to the WMCA and Midlands Engine. We |

| Session No | Host | Location | Duration | Description |
|---|---|---|---|---|
| | | | | will provide a picture of the changing landscape, analyse it within the wider context, such as the Industrial Strategy Green Paper and explain our response as an individual University as well as our positioning with collaborative partnerships, such as the West Midlands Combined Universities and Midlands Enterprise Universities. This changing context aims to enhance regions and sub-regions by driving local growth; backing local innovation strengths; and utilising local partnerships between the community, Local Authorities, LEPs, Universities and business - all this signifying the rising importance of 'place' and the focus of economic growth across all parts of the UK. Key priority area include public services reform; mental health; digital innovations; clean energy and low carbon; transport infrastructures; enhancing skills and scientific innovation among others. |
| 16 | Ruth Heames | ECG 01 | 20 mins | Creating a sense of community for postgraduate taught (PGT) students enriches their experience of postgraduate education and offers them insights beyond their own experiences from our culturally diverse University. Settling into University life and making a smooth transition to postgraduate studies are important aspects of the student journey. They are also influential in creating a positive sense of community and embracing diversity within the student community. The Postgraduate Strategy Team has sought to explore the experiences of PGT students' perspective of enrolment and induction to further develop ways of working for equitable and enhanced experiences and sense of community. An on-line survey was utilised for capturing students' perspectives. The survey comprised statements to elicit quantitative data with commentary and open questions to describe particular experience(s). The final section invited students to give suggestions for future developments. The outcome of the survey will be presented and how it is contributing to developing a stronger sense of community, equitable experience and embrace diversity. It has informed our work with postgraduate ambassadors and enhanced their role, informed induction planning, provided opportunities for University student services to meet PGT students and led to establishing networking events. In our culturally diverse University we can offer our students a rich opportunity through a sense of community to listen to and learn from each other in an informal context. The 'Meet and Greet' is only the beginning of the student journey. |
| 17 | Daljit Kaur | ECG 01 | | This paper critically examines the relationship between equalities, diversity and community/social cohesion and the challenges faced by BME women in the UK. It will be based on a systematic review of existing literature which would seek to expand our understanding of the rationale behind the concerns that have been shared on the lack of meaningful engagement in work and the community with women from BME backgrounds. The outcome of this paper is to provide an analysis of the literature on the rationale for the theme of inclusion using government policy amongst women of BME backgrounds in determining their success and outline areas for future research. This research is relevant because of the false assumptions that there are few ethnic minority women in positions of power because they lack ambition, skill or talent. However, research suggests that formal structures, operational and political issues within the workplaces have created barriers for ethnic minority women. In addition this paper will also look at the implications of culture, tradition and values and the role they play on the role of women and leadership both positive and negative. |
| 18 | Karen Lawrence | ECG 24 | 60 mins | Internationalisation is a key strand of our Corporate Plan, and many staff travel as part of their job. Ensuring their safety and wellbeing when travelling is a key concern. Usually, when people consider the risks of travel they focus on the destination but it is just as important to think about the traveller themselves. Factors such as our cultural identity, personal characteristics, appearance, health and previous experiences will all have an influence. This workshop will examine how our unique identities can influence our safety abroad, and what that means for how we protect our wellbeing. |
| 19 | Brian More | ECG 26 | 40 mins | One of the aspects of University technology development and commercialisation which is often neglected is to deliver a product or process which customers want to purchase. This is particularly important where the business idea has been based on "technology push" rather than "business pull". To enable effective commercialisation of University technology Innovate UK have funded a nationwide project called iCURE, designed to enabled inventors to spend time away from their university in order to talk to customers for their technology. This often results in a far more focussed business plan and proposition for a business. |

| Session No | Host | Location | Duration | Description |
|---|---|---|---|---|
| | | | | The project enables academic staff to buy out their time and to visit customers anywhere in the world.<br>Coventry University have been successful in winning 4 of these awards in the last 2 years and this session presents the experiences of these winners in person in building a secure customer base for their projects. |
| 20 | Cherisse Hoyte | ECG 26 | 40 mins | Le@d3.0 Academy intends to create a knowledge alliance between Academy and Industry to widespread the use of Web3.0/OER by teaching professionals to develop soft e-Leadership skills that are required by the labour market in this Digital Age. Le@d3.0 focuses on teaching professionals as change agents and aims at:a)identifying new Leaders' soft competencies needs (decision making, people mgmt, strategic vision, design, creativity, intra/entrepreneurship) and how to raise them using innovative methodsb) undertaking a gap-analysis to identify the competencies teaching professionals are lacking to effectively develop Web3.0/OER based learning programs and soft e-Leadership skillsc) shaping, deploying and testing an open virtual environment & an educational tool kit for teaching professionals enabling learning processes aimed at soft e-Leadership skillsd)setting up a Community of Practice (CoP) of teaching professionals to use Web3.0/OER in soft e-Leadership skills education |
| 21 | Ria Gibbison | EC1 22 | 120 mins | Over the last few months, a number of Postgraduate Research Symposia have taken place. The winners of each symposium now advance to Coventry University's 3 Minute Thesis competition taking place as part of the University Conference. The research students will explain their research in only 3 minutes! This is an excellent opportunity to learn more about the innovative projects our postgraduate researchers are undertaking, in a fun, fast-paced and thought-provoking environment. The winning student will go forward to represent Coventry University as part of 3MT semi-finals. The winner will be announced at the Conference Dinner. |
| 22 | Rosa Wells | EC1 23 | 40 mins | The Women in Science and Engineering (WISE) West Midlands Hub has been developed to create Employers and Schools networks which improve equality of opportunity into STEM education and careers.The regional hubs will make effective use of the combined resources of all members, and WISE expertise, to offer a joined up approach, by region, to increasing the number of women in STEM.We aim to provide a self-sustaining regional WISE network of committed employers and STEM role models who will partner with schools to offer pupils, parents and teachers a programme of up to date information and guidance on STEM career opportunities, pathways and training, that will lead to an increase in the numbers of girls and young women choosing STEM careers.This session will evaluate the research available which informs the steps needed to improve the number of female students selecting STEM careers and higher education routes in the UK. Unconscious bias will be explored and outreach activities will be demonstrated which can be delivered in schools, sixth forms and colleges. |
| 23 | Caroline Wilson | EC1 23 | 40 mins | This workshop will invite participants to identify issues impacting on the success of students from non-traditional backgrounds. Many higher education institutions have successfully implemented policies in recent years to improve the numbers of students under-represented either because they were from minority ethnic groups, commuters, mature and/or from low socio-economic backgrounds. Yet even though students with these characteristics are now more able to access higher education, they may still do less well than their counterparts (Taniguchi & Kaufman, 2005).<br>DRIVER is a HEFCE-funded regional partnership project between four colleges and four universities (including Coventry) to address barriers to student success. Our focus is on is on students entering HE from colleges, and the transition to university of cohorts who may enter with equivalent results but are less likely to achieve a good degree. The colleges and universities will collectively create actions that will benefit all students. In Coventry, DRIVER will learn from a project to utilise learner analytics to inform learning conversations between staff and students which will encourage students to engage in support activities. Crucially, the issues raised during these conversations will be noted and analysed to support institutional learning such that good practice and interventions are appropriately identified, resourced and then shared as good practice with other institutions nationally. The conference workshop will invite the audience to highlight factors, both personal and institutional, cultural and physical, which are likely to impact on the project's success. |

| Session No | Host | Location | Duration | Description |
|---|---|---|---|---|
| 24 | Mike Price | EC1 03 | 40 mins | The majority of students regularly use mobile applications (i.e. 'apps'). When considering course design the involvement of apps within teaching and assessment may help develop digital literacy skills and both inclusion and interest across a diverse range of academic abilities. Professionals are highly likely to be asked their opinions regarding the validity and use of apps across a wide range of health and performance client groups. Many professionals also design their own apps to reach a greater number of individuals with differing levels of subject knowledge, thus attempting to maximise exposure and use. Therefore, we developed an assessment around critiquing and designing an app relating to the 'Physiology of Training', a mandatory level two module, within an area where numerous apps exist. The assessment replaced a traditional exam where students generally did not provide enough detail regarding physiological adaptations to training resulting in a poor pass rate with subsequent progression consequences. Assessment did not distract from underlying physiological knowledge as this remained at a 60% weighting. The remaining 40% was based around app appraisal, design and communication of potential training adaptations to different end users. Pass rate was greater than for the exam, although the level of physiological knowledge was unchanged. The use of a widely used media in assessment provided greater context for the discussion and application of core knowledge. In communicating potential physiological adaptations to app users of differing levels of subject expertise, the assessment facilitated our student's consideration of the wide range of potential end users' needs. |
| 25 | Peter Harrison | EC1 03 | 40 mins | The recent staff internationalisation survey at the CU group has some interesting results around the engagement of staff in "internationalisation". One of the key contributors to the construct of being "Internationally engaged" is having knowledge of other cultures. There is a real need to deeper our understanding of other cultures so that we can be more effective in our dealings with students, staff and organisations from outside of the UK. This research will form the basis for staff development over the next 2 years highlighting areas required such as inclusive academic skills for teaching international students, targeted development for staff around cultural differences and the impact of diversity on management. This workshop will examine the findings of the survey and gain feedback from staff around practical ideas to help people develop the key skills a 21st century, global university requires. |
| 26 | Holly Singleton | EC2 01 | 60 mins | In September 2015 we partnered with the Disruptive Media Learning Lab to develop the concept of 'Digital Leaders', a student-led project with a focus on digital and information literacy (see website here). Through a series of thematic workshops, we explored concepts around security and privacy, online communication and being critical of online content. The students then submitted video applications to become Digital Leaders who would go on to develop, create and run their own 'digital initiatives' to pass their learning onto their peers and the wider community. Of 41 workshop attendees, 16 students became 'Digital Leaders' and are now planning a variety of projects: running workshops on social media, creating YouTube videos and podcasts, running coding clubs in public libraries and more. This is a pilot project currently in its first year, but we hope to make it self-sustaining by training Digital Leaders to help run the project next year. This workshop contributes to the conference theme of Achievement, Equality and Diversity, by showcasing best practice within the Library at Coventry. It also exhibits the successful building of community and the collaboration between different departments at Coventry, as well as demonstrating a strong student/staff partnership in action. |
| 27 | Sarah Lewis | ECG 01 | 60 mins | "I'm not biased - I treat everybody equally" is what we would all strive for. However it is increasingly acknowledged that we all have biases and that resulting behaviours (no matter how small or subtle) impact negatively on our goal of achieving equality and valuing diversity.The aims of this session are:- to help you identify any biases you may have- to look at how biases develop and perpetuateexplore how biases may impact within the University- to help you develop strategies to minimise the effect of biases This session will be interactive and you will not be asked to share your biases (unless you want to!) |
| 28 | Summayyah Hussain | EC2 01 | 20 mins | The Enterprise Hub's Tier 1 Graduate Entrepreneur Visa has been recognised as one of the leading such schemes in the UK. It is open to any international graduate of the University who is interested in setting up their own business in the UK. Summayyah Husain will explain how the scheme |

| Session No | Host | Location | Duration | Description |
|---|---|---|---|---|
| | | | | works and what is required to make a successful application. This session will be of interest to anyone working with international students. CUSE/The Enterprise Hub has direct experience of working with staff, students and communities from extremely diverse backgrounds and understand how to help them overcome language barriers, cultural differences and societal challenges to help them create business and social enterprises which help them release their entrepreneurial potential. In particular significant support mechanisms have been created to help them overcome This has been vital in helping young, international entrepreneurs create new and innovative businesses in a foreign country by supporting them through the very difficult early stages of development. This gives the University an ability to broaden its support to an extremely diverse set of communities. CUE Ltd Registered in England No 2409655 is a subsidiary of Coventry University Registered Office Priory Street Coventry CV1 5FB |
| 29 | Mark Thorley | ECG 13 | 20 mins | The traditional barriers of geography, organization and culture are being broken down by emerging technology (Levy 1997). Applicable to many industries, the concept is particularly relevant for audio professionals and music producers who can work in a variety of digital formats with collaborators around the world. By undertaking such a mode of working, professionals are effectively involved in ‘peer-production’ (Tapscott and Williams 2006), thereby driving down cost and improving quality. Students also reflect this practice by joining and sharing with peers around the world though this is often outside the formal curriculum. This paper outlines a project shortlisted for the Times Higher Education Awards 'International Collaboration of the year' in 2016 which aimed to apply and examine this concept of collaboration. Lead by Coventry University and initially involving New York University and industry organisation Joint Audio Media Education Services (JAMES), the project has engaged in a number of collaborative activities to facilitate new ways of learning. The paper will outline the academic background to the project, the type of activities undertaken, the technical and organisation approaches taken before finally summarising the key benefits and risks to the approach. ReferencesLevy, Pierre (1997). Collective Intelligence: Mankind’s emerging world in cyberspace. Perseus.Tapscott, Don and Williams, Anthony (2006). Wikinomics. Altlantic books. (NB Also addresses 'technology innovations' sub-theme as well as 'building communities, local and global' |
| 30 | Mark Richardson | ECG 13 | 20 mins | Required Playing<br>One of the central questions of the Achievement, Equality and Diversity agenda must be: how can we enthuse and motivate all learners? Serious games and games for learning are perhaps nothing new, however they are often viewed as difficult and expensive to create, meaning a current lack of mainstream adoption. The 2017 HEPI report puts it, ‘Pockets of innovation are found in almost every institution, but few have fundamentally changed how they teach.’ (HEPI, 2017) This session will look at how one game was created and piloted at CU Scarborough, using simple tools that anyone could learn to use. It will also examine how well it met the challenges of a diverse student group and increased both their motivation and level of thinking. There will be discussion of how moving away from traditional pedagogy can enable each student to succeed by catering to individual learning styles. The session will also investigate how games can be used to as a tool to ensure that key issues achievement, equality and diversity can be addressed. A traditional reading list could be enhanced by including educational games and academic content could be delivered in a more accessible way. Central to the use of innovative pedagogy such as gaming is evaluation and student feedback. This session will examine feedback received and how this has been used to impact on future teaching and learning sessions. De, Koven, Bernard. Well-Played Game, edited by Koven, Bernard De, MIT Press, 2014. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/coventry/detail.action?docID=3339662. Higher Education Policy Institute. Rebooting learning for the digital age: What next for technology- enhanced higher education? Edited by Davis, Mullan and Feldman, 2017. http://www.hepi.ac.uk/2017/02/02/rebooting-learning-digital-age-next-technology-enhanced-higher-education/ |
| 31 | Patricia Rogers | ECG 13 | 40 mins | Academic year 2016/17 saw the start of an accredited pilot programme aimed at including 25% of the full-time postgraduate courses at the main Coventry University (CU) campus. The programme aspirations included: enhancing the employability of postgraduate students, providing CU students with competitive edge in the highly competitive postgraduate employment market, enhancing programmes offered at postgraduate level, |

| Session No | Host | Location | Duration | Description |
|---|---|---|---|---|
| | | | | the promotion of multi-disciplinary learning experiences across the University and providing students with the opportunity to engage with employers. Students on selected courses studied a new 10 credit module, Global Professional Development (GPD), as part of their Master's degree. Approximately 25% of full-time postgraduate courses (estimated to be 1000 students) were put forward from faculties. The module included four workshop sessions across a semester and the topics covered in the workshops included: leadership, strategy, communication, creativity and consultancy. On successful completion of the module students would gain a Certificate in Strategic Leadership and an Award in Professional Consultancy from the Chartered Management Institute (CMI). Students were also given membership of CMI at the start of the module, which provided them with access to a range of additional online resources.Workshops were facilitated and taught by academic members of staff from across all faculties. Students were assessed using a real consultancy style problem-solving assignment, which gave them the opportunity to choose and engage with one of four external organisations. These organisations were chosen to represent a range of the subjects covered by CU's four faculties.Addressing the Conference themeThe project is designed to give all postgraduate students an equal opportunity to gain additional qualifications and skills designed to support and enhance their employment prospect. The project also provides a platform that supports cultural and occupational discipline integration through the design and scheduling of cross/multi-disciplinary workshop sessions. |
| 32 | Lorna Carson | ECG 24 | 60 mins | Panel discussion with key people from across the university. Chaired by Denise Skinner |
| 33 | Sophie Krumins | ECG 24 | 20 mins | This session gives an overview of a collaborative research project which uses a community based model and creative partnerships. Early indications show that this project has helped to build communities amongst practitioners, patients and academics. The original project (RIPPLE) applied an asset-based community development approach to improve well-being and reduce high levels of anxiety and social isolation observed in individuals with severe COPD in Coventry. Making Waves (MW) was developed as a spread project, bringing patients with COPD and their carers from all backgrounds, clinicians, voluntary and community groups together to establish another six community clinics (across the Midlands and East NHS region). We are evaluating how the project improves the health and well-being of patients with COPD, their self-efficacy and ability to self-manage and the impact of integrated support on individuals with long-term conditions, communities and the healthcare system. The evaluation aims to explore the feasibility of the MW community clinic model, by exploring the barriers to and enablers of innovation in complex healthcare systems, in inter-agency working and in the NHS. Additionally, we are interested in how innovation spreads and therefore it is important to study the impact of the project. We have developed branding, communications and an impact plan to enable the review of the effectiveness of communication of innovation and improvement within the NHS, in particular, in relation to partnership working. We have made links to the project with students in HLS and FAH and hope to achieve a change in practice. The project team has communicated to a range of audiences including academics, medical professionals, funders, patients and carers, developing skills to help overcome communication barriers. Successful partnership working has been essential. External organisations, funders and practitioners are looking forward to learning from this complex, diverse, collaborative project. |
| 34 | Katherine Wimpenny | ECG 26 | 60 mins | The Arts Gymnasium project is work-in-partnership between three institutions: the Belgrade Theatre, Age UK Coventry and Coventry University. It is also part of the Age Friendly Cities Network and has received funding by the Esmée Fairbairn Foundation. The project, delivered by the Belgrade Theatre, is using theatre and arts activities to contribute to the quality of life and positive well-being of a diverse range of people living in Coventry, aged 50+ and particularly those least arts engaged. Weekly sessions are organised at the theatre and in community settings. The project is being evaluated by a team of researchers and project assistants at Coventry University, including support from the Office of Teaching and Learning, who are working with partners, participants and students at the university to design and implement the evaluation, drawing on validated tools as well as creative arts-informed methods. Most recently, students from Photography and Media Production have been following the various strands of the programme to capture participants' experiences and responses. In this presentation, we will share a documentary exhibition of |

| Session No | Host | Location | Duration | Description |
|---|---|---|---|---|
| | | | | the Arts Gymnasium, curated and produced by the students as part of the evaluation process. Key themes presented will include the significance of in-moment learning, notions of playfulness, the nurturing of confidence and social connectedness, the passage of time and the relevancy of diverse identities. Participants from the project will present a short performance from their work and the students will share their learning experiences. A question and answer session will follow with the Belgrade Project Manager, Outreach Co-Ordinator and research team. |
| 35 | Faye Langston | EC1 22 | 40 mins | Do you know how to involve students with autism in group work, or how to ensure students who have a visual impairment have access to appropriate materials? Do you know how to check which students may need materials in different formats and who may need some additional support within the lecture environment? This session seeks to inform and involve you in a workshop around the issue of supporting disabled students within the lecture setting. We will give some best practise tips and work together to formulate a way forward to ensure you are confident in supporting all students. |
| 36 | Keith Gray | EC1 22 | 40 mins | This is a pilot for an EFA Teaching and Learning 'Brown Bag', aimed primarily at newer staff. The ambition of this initiative was to help staff enhance their skills to further improve their MEQ outcomes, gain skills relevant to achieving fellowship of the HEA, complement their training and development on the PG Cert at Coventry, enhance Teaching Observation outcomes and, of course, improve their enjoyment from teaching and that of their students. The four sessions run on a Wednesday afternoon for fifty minutes with one session scheduled per month (March – June). They covered topics like Teaching International Students, Inclusive Teaching or Assessment.The idea was that everyone attending would bring along lunch (in a brown bag or otherwise) and join in the discussions/share experiences and examples relating to the topic in hand, in a semi-structured, informal environment. For every session, everyone was asked to complete a very short pre-activity focused on the topic and a different outcome was produced collaboratively during the sessions. In this panel we would like to reflect on this attempt of building a faculty learning community and share with others our main findings so far. |
| 37 | Tracey Holker | EC1 23 | 20 mins | According to Healey (2012) "it should be the norm not the exception, that students are engaged as co-partners and co-designers in all university and department learning and teaching initiatives, strategies and practices." Yet the idea of students acting as our partners in learning and teaching can seem challenging as many of us would assume that the teacher / student relationship cannot be an equal one. Nevertheless, Students as Partners (SaP) as a concept has been gaining increasing attention within Higher Education over the last few years particularly given its fit with the wider student engagement agenda.<br>The School of Strategy and Leadership (SSL) within Coventry Business School has been keen to embrace the SaP ethos and has recently piloted a number of initiatives in support of that aim. This session will consider why it is important to engage students as our partners (including an assessment of the benefits to both students and the university with a particular focus on issues around achievement, equality and diversity) and will then look at the areas where SaP initiatives can be developed within the curriculum. The session will also provide an overview of the specific activities that have been piloted within SSL during the current academic year together with our plans and aspirations for future years. |
| 38 | Phil Vaughn | EC1 23 | 20 mins | The No Hidden Extras scheme provides items such as books, software and art materials to help support student learning for most of our undergraduate courses. It supports equality, widening participation and retention in ensuring all students commence their studies with the same set of key learning materials. Feedback undertaken in 2014 and 2016 shows that most students value the scheme and strongly believe it improves both their achievement and satisfaction. However, a detailed analysis undertaken this year suggests that some groups of students may be benefiting less. These are primarily BME students who were surveyed in their second year. We discuss possible reasons for this and how this gap could be bridged. It is not surprising that we also found that how academic staff discuss, utilise and specifically signpost the use of the items in their teaching also has a big impact on student uptake and experience.<br>Please come along to hear about our findings and get some ideas for how you can choose the most appropriate items and promote their use to make |

| Session No | Host | Location | Duration | Description |
|---|---|---|---|---|
| | | | | sure that all students are reaping the benefits. We'd also like to hear from attendees about any good ideas they have already put into practice. |
| 39 | Cathryn Thompson-Goodwin | EC1 23 | 40 mins | The Lanchester Interactive Archive space within the Library (on the 2nd floor) is now fully open. It showcases and interprets key inventions by Frederick Lanchester 1848-1946, who amongst his many creations and over 400 patents, designed and built the first all-British motor car in 1895, wrote papers in 1897 (and later books) detailing the first scientific theories of powered flight before the Wright Brothers flew their first plane, and devised military strategies used to great effect in WW2. Using the online archive (of over 21,000 items), augmented reality and digital games, see how the collection can be utilised within courses to demonstrate engineering concepts, the development of inventions, technological innovations, business strategies, or even creative thinking approaches. Find out about what the collection encompasses, and how augmented reality and digital games are bringing the collection to life. The project particularly seeks to support girls into studying STEM subjects, and encourage women into engineering. The social history aspects surrounding the collection additionally illustrate the changing narrative of 'equality' from the Victorian era to today. Fred was a polymath and a genius. He 'dropped out' of formal education twice and as a result always felt his lack of formal qualifications held him back socially, (although he was eventually made an honorary Doctor of Laws). The project aims to raise awareness of the life and achievements of this unsung genius. Thanks to the Heritage Lottery Fund his work is now fully accessible and available as a resource for the University and beyond. |
| 40 | Kay Faser | EC1 03 | 40 mins | Building an academic community.<br>Central to any university, faculty or school are the academic tutors. At CUS, which opened its brand new campus in September 2016, building an academic community who are able to work together despite hailing from disparate academic backgrounds was bound to be challenging. However, the development of this community was vital in order to co-construct a shared philosophy of teaching and learning in this new university. As Fullan (2002) states, building a community of tutors who are otherwise unrelated can have a 'profound effect on the overall climate of the organisation.' (2002:18). Pedagogical practice (PP) days were introduced as protected cpd time as a means to build the academic community. The key idea behind these PP days is that they are led 'by tutors for tutors' and are the vehicle through which tutors can 'raise [the] collective group consciousness…' (McCafferty, 2010). The PP days have allowed tutors to work on teaching and learning activities which span usual curriculum boundaries. Planning for student success is central to all teaching and learning activities and equality of access to the curriculum is key. A central focus of PP days is that academic staff are working towards a shared understanding of inclusive practice and how varied teaching, assessment and feedback strategies can be used to meet the needs of all students. Initial findings indicate that PP days have facilitated an appreciation of the challenges and similarities between curriculum areas. In addition they have enabled a true collaborative approach towards peer observation and the improvement of teaching practice. |
| 41 | Gabriela Matouskova | EC1 03 | 40 mins | This Best Practice sharing session will showcase how cross-university working, research, volunteer and community engagement can support disadvantaged and diverse populations. It will raise awareness of social enterprises and their instilled culture of diversity and inclusion as well as showcasing how university spin-outs extend academic research to achieve social, economic and environmental impact. The session will include: 1) an overview of social enterprise activity in UK HE and support available to staff and students from CU Social Enterprise CIC, 2) a case study presentation of HOPE 4 THE COMMUNITY (H4C). H4C is the first social enterprise spin out company that is a result of a unique collaboration across the CU Group including academic, professional services and community volunteers; invigorating CU's Intellectual Property and showcasing how research can demonstrate community reach, impact and social value. H4Cs solutions are co-produced and co-delivered by people living with a range of long-term health conditions, and H4C work with diverse groups including single parents looking after children with autism, black African Caribbean men living with HIV, giving them the knowledge, skills and confidence to achieve their goals. Prof Turner and Tina Malin, company director and HOPE volunteer, will describe the achievements of the work H4C has had through the delivery of the HOPE Autism course and the impact on Coventry and Warwickshire parents of children with autism. Over 300 parents have |

| Session No | Host | Location | Duration | Description |
|---|---|---|---|---|
| | | | | attended the course to date and H4C recently received funding to develop a web-based version, enabling impact on a national and global scale. |
| 12 | Steve Mowforth | ECG 01 | 60 mins | This workshop examines an assertion that equality of career opportunity for certain types of graduate will be negatively impacted by the effects of social and technological acceleration, thereby presenting a new challenge for sustaining diversity in the labour market. The content is grounded in professional enquiry and reflects my own evaluation. Futurist authors on technology make predictions ranging from techno-optimism to techno-pessimism, but all agree that accelerating innovation in the fields of artificial intelligence and robotics will have significant impact on the nature of the job market in the foreseeable future. Other writers on modernity take a broader perspective, incorporating the speed of technological innovation as just one dimension into a more extensive social acceleration thesis. Yet others consider the impact of modernity in terms of structure, culture, agency and the self. Recent career theorists respond to the shift from Industrial State to New (global) Economy and their theses emphasise the need for vocational adaptability and reinvention in negotiating contemporary career and employment landscape.<br>Synthesising these and other perspectives, I propose that certain graduates will find themselves at a significant disadvantage within the evolving employment market - a disparate group I will refer to as the 'acceleration-disadvantaged'. I suggest that, should these predictions eventually come to fruition they will have implications for the HE sector and in helping Coventry graduates to achieve better futures. |
| 13 | Keith Jeffrey | EC2 01 | 20 mins | Social value encompasses a broad concept of value by incorporating social, environmental and economic costs and benefits. This means that as well as taking into account the direct effects of interventions, the wider effects on other areas of the economy should also be considered." Government is becoming increasingly interested in finding ways of measuring the impact of their investment and this particularly applies to Universities and research. This has led to the creation of the Social Value Act which will have an increasing impact on public procurement over the coming years. Going beyond traditional economic measurements social value is a way of understanding how impacts on people can not only be measured but can then be used to shape activity to maximise this social impact. CUSE/The Enterprise Hub has direct experience of working with staff, students and communities from extremely diverse backgrounds and understand how to help them overcome language barriers, cultural differences and societal challenges to help them create business and social enterprises which help them release their entrepreneurial potential. This session will therefore introduce the basic concepts of social value like Theory of Change, how it is calculated and some of the ways it is currently being applied. Through application of social value you can begin to see how your actions can generate significant benefits for the communities you work with and how equality and diversity are therefore enhanced through careful planning and consultation. |
| 14 | Liz Hollins | EC2 01 | 60 mins | The Centre for Global Engagement (CGE) has supported over 30,000 CU students to engage in international experience and global learning since 2009. CGE offers multiple programmes to enhance the student experience and to facilitate global learning. We support students to achieve global graduate status and have programmes for all students at all levels to facilitate global learning and cultural understanding. CGE also offers staff training to help all colleagues to become internationalised and offers introductory staff training on running effective international fieldtrips, language classes, Online International Learning (OIL) and intercultural training. |
| 15 | Albina Szeles | ECG 01 | 20 mins | Coventry University is committed to the development of global graduates through transformative learning experiences at home and abroad. However, it is argued that simply placing people from different countries together in a culturally diverse context does not automatically develop their intercultural competence. The IMPETUS project was designed to fully utilise the potential for innovative learning that the cultural diversity brings. The intercultural training programme provides students with an opportunity to share their culture and help their peers face intercultural dilemmas and become active global citizens. The training program was designed with these two premises in mind; that is, it is theory-based and inclusive in nature. An integrated approach to intercultural training, where different theoretical concepts are built into the program design, proven to be a more satisfactory way to |

| Session No | Host | Location | Duration | Description |
|---|---|---|---|---|
| | | | | prepare individuals to function effectively in the diverse environment and become active global citizens. In order to ensure that students receive not only crucial information about cultures but also valuable insights including global citizenship and virtual working the learning encompasses all three learning domains.<br>This session will explore the most effective strategies for intercultural development of students through intercultural training. In addition, it presents and discusses the methods and results of the Impetus programme. |
| 46 | Laura Pibworth-Dolinski | ECG 13 | 20 mins | It is expected that Coventry University graduates will be “confident citizens who can demonstrate a range of individual, collaborative, and professional skills and attributes” (CU Corporate Strategy 2021). However, working collaboratively has been identified as particularly challenging for our former pre-sessional English (PSE) students who may not always be able to equally participate in group work on their destination courses. This talk will explore some of the challenges of mixed nationality group work faced by PSE students, and the steps we have taken to prepare our students to participate on a more equal basis.<br>The data for this action research project was collected through in-depth individual interviews conducted approximately midway through the first semester of a destination course. Students recognised the value of working in mixed nationality groups, however they felt they could not always fully participate because of different approaches to gaining consensus, difficulty persuading others of their opinion and working cohesively as a group. As a result of these findings, we have incorporated more collaborative group work tasks and reflection on group work experiences into our PSE course to mirror the experience on their destination course. We hope that these enhancements will enable our students to achieve success in group work situations. |
| 47 | Mary Forbes | ECG 13 | 20 mins | The rapid rise in the number of international students coming to the UK to take a Pre-sessional course has led to a comparable rise in the number of teachers required to deliver these courses, and with this an increasing number of routes into teaching English for Academic Purposes (EAP). The need to cast the net wide to meet demand for Pre-sessional teachers has called into questions previous assumptions regarding a shared language with which to discuss best practice in EAP, and shared expectations about what this entails. To establish a new starting point from which to begin the conversation with Pre-sessional teachers regarding desirable classroom practice, and to equalise opportunities for achievement within EAP teaching, a cross-institution collaborative project was launched to define the problem, explore the issues and develop ways forward using the observation process as the core of the solution. A new observations process for Pre-sessional teachers was developed from these discussions and has been piloted and reviewed by the cross-institutional team. Key initiatives developed during this project, which have been well received, include:<br>• The formalising and standardising of a pre-observation meeting with the observer.<br>• The introduction of EAP lesson criteria in four categories: lesson management, academic language in context, academic skills, and bridge to the destination degree programme of study.<br>• Post observation feedback and teacher reflections on observations using the same four categories to facilitate a constructive conversation with a shared language.<br>• Introduction of a structured observer training programme and associated CPD. |
| 48 | Jamel Terzi Alimi | ECG 13 | 40 mins | Over the last few years, higher-education institutions across the Sultanate of Oman have witnessed a rapidly growing flux of adult students (aged 25 years and older). The presence of this larger and larger minority of learners |

| Session No | Host | Location | Duration | Description |
|---|---|---|---|---|
| | | | | is reportedly met, on various occasions, by tacit marginalization attitudes as well as inadequate instructional practices on the part of faculty members—a serious accusation that has not been systematically investigated in Oman's academic circles, to date. This exploratory study was generally motivated by the gap in research stated above. It specifically sought to answer the following research questions: A. How do faculty members view the presence of adult learners in their classes? B. What practical, instructional strategies do these instructors implement in view of accommodating the needs of their adult learners, if at all? The analysis of the questionnaire and interview data indicates that the quasi-totality of faculty participating in the present study (N= 36) warmly welcomed mixed-age classrooms. It, nonetheless, reveals that the discharge of an equity-for-all instruction, with particular attention given to adult learners, seems to be plagued by: (a) the complexity of experiences that the participants had previously lived with adult students, (b) the pre-conceived judgments that the majority of them would enter adult-mixed classrooms with, and (c) the difficulties in adjusting teaching methods to the needs of adult students. The implications of these and other findings are briefly discussed. |
| 49 | Tim Kelly | ECG 24 | 60 mins | 722 TMX Engineer Battalion is the title of a documentary film shot in a refugee camp in Northern Greece. The film documents life on the camp and contains interviews with the Army and NGOs that run the camp, with locals and with the refugees themselves. The film has aired on Greek national television and had international screenings in London, Athens, Madrid, Palermo and New York. In this session we will show the film and discuss the follow-up project in which we will revisit the camp and film creative writing lecturers from Coventry University delivering storytelling workshops to groups composed of refugees and members of the host community. Refugees and locals will write stories of their experiences on the camp which we will turn into a published volume. By facilitating creative, collaborative spaces in which different groups of people combine to exchange stories and ideas, the project seeks to disrupt the landscape in which division is the norm, bring to bear more nuanced representations of the contemporary refugee 'crisis' and build new communities. The project will also examine how storytelling platforms elicit new understandings of the experiences of those seeking, offering or resisting sanctuary. Note the film is 45 minutes long and this will be followed by a brief Q & A and discussion of the follow-up project. A sixty minute session is fine, but if a longer session (say 75 minutes) is available, we would take it to give more time for discussion. |
| 50 | Dr. Alan Richards | EC1 21 | 60 mins | This session is a compressed delivery model for the Flipped SPRINT methodology, allowing teams to solve problems within a shortened time frame. SPRINT is designed to facilitate the rapid prototyping of ideas within a dedicated space and timeframe. The goal is to create course documentation ready for CDAR and beyond... |
| 51 | Veronica Omeni | EC1 22 | 60 mins | The Linguae Mundi Programme allows staff and students at the University to study a foreign language and gain valuable insight into different cultures. This can create a more welcoming environment for overseas students and open doors to international projects, partnerships and trips.<br>Language learning can also enhance many other cognitive and communication skills and strategies, enhancing on-going professional and personal development. Learning even just the basics of a foreign language can be an added advantage when seeking out employment and partnership opportunities in areas such as healthcare, business, the sciences or research. Saying just a few welcoming words in another language can make a positive first impression and help to build bridges. The Linguae Mundi tutor-training programme benefits students by teaching them presentation, public speaking, academic planning, time-management, professional communication, assertiveness, intercultural awareness and disability awareness skills.These are skills which are transferable into a broad spectrum of academic and professional activities. |
| 52 | Huma Shah | ECG 13 | 40 mins | "A Sea of Dudes".<br>In 2016 Melinda Gates, wife of Microsoft's Co-founder Bill Gates wondered where the women were at that year's invite-only Recode conference in the US: "… We ought to care about women being in computer science … just 17 percent of computer science graduates today are women, down from a peak of 37 percent." (Bloomberg News, 2016).<br>It is disheartening to find this is a big problem in the UK too. As a Tutor I experienced a dearth of female students in 2016-7's 300+ cohort of |

| Session No | Host | Location | Duration | Description |
|---|---|---|---|---|
| | | | | computer related courses in Coventry University's FEEC. The aim of the proposed interactive briefing session is to explore innovative ways for Coventry University to lead the way in making computer courses attractive to more females, increasing female applicants onto computer-related degrees and disseminating the wide range of exciting career opportunities available to all, including design of social robotics, developing intelligent machines in human-computer interaction, and overcoming challenges in engineering to improve natural language understanding in hands-free, voice activated devices (such as Amazon's Alexa, Apple's Siri, Microsoft's Cortana, Google's Home). As Melinda Gates opined, we "want women participating in all of these things because you want a diverse environment creating AI [artificial intelligence] and tech tools and everything we're going to use" (Bloomberg News, 2016). ReferenceBloomberg News. 2016. Accessed May 5, 2017, from: https://www.bloomberg.com/news/articles/2016-06-23/artificial-intelligence-has-a-sea-of-dudes-problem |
| 53 | Katherine Wimpenny | ECG 24 | 60 mins | In 1965, the Belgrade Theatre gave birth to the first Theatre in Education (TiE) company, which took a combination of performance and workshop elements into schools to enhance learning. The Belgrade continues to be a leader in the field of TiE, and in this presentation, shares an extract from its most recent schools production as a provocation for the possibility of drama and theatre methodologies being used to support learning in a Higher Education environment. |
| 54 | Amanda Black | EC1 21 | 20 mins | Domains of One's Own (DoOO) initiatives enable staff and students to build their own personal websites and, by doing so, may enhance digital fluency skills and help gain more control over their online presence. In 2016-17 the Disruptive Media Learning Lab (DMLL) is piloting Coventry University Group's DoOO initiative: www.Coventry.Domains. The session will focus on the key principles underpinning the idea of DoOO and will discuss ways of embedding it into teaching, learning and scholarly communication practices; drawing on examples from CUG and other institutions. Lecturers may use this to chronicle their professional presence online, providing a user-friendly space to help them share their teaching, research interests and publications online. Moreover, this space can be used for a wide range of applications relevant to teaching: designing sites to house course resources; creating dedicated sites for research projects, exploring new tools for teaching and learning; and sandbox for exploring emerging pedagogical practices. Workshops and support for those interested in having their own domain are available through DMLL. |
| 55 | Fred Mudhai | EC1 21 | 20 mins | The ideal classroom is an environment that is agnostic to race, ethnicity, sexuality, ability, gender and more. In this environment, learning happens without the impediment that the conspicuousness of these differences often cause. In reality, the typical classroom is one where some if not all students and some if not all tutors are acutely aware, or made aware, of these identities – in seen and unseen ways. In the pursuit of achievement, equality and diversity, are we inadvertently placing tutors and, more importantly, students in a position of vulnerability? In this presentation, two tutors of non-British heritage use action research to examine student reactions to their attempts to internationalise curriculum by sharing their experiences and those of their countries, which they consider relevant content, in a first-year journalism law and ethics module. The focus is on delivery of the content, the extent to which these evoked student engagement, the nature of such reactions, the manner in which students raised issues, who was targeted and, where appropriate, staff interventions – in the process touching upon the many challenges in walking the talk on equalisation of opportunity and achievement as well as celebration of diversity. |
| 56 | Lauren Heywood | EC1 02 | 40 mins | Domains of One's Own (DoOO) initiatives enable staff and students to build their own personal websites and, by doing so, may enhance digital fluency skills and help gain more control over their online presence. In 2016-17 the Disruptive Media Learning Lab (DMLL) is piloting Coventry University Group's DoOO initiative: www.Coventry.Domains. The session will focus on the key principles underpinning the idea of DoOO and will discuss ways of embedding it into teaching, learning and scholarly communication practices; drawing on examples from CUG and other institutions. Lecturers may use this to chronicle their professional presence online, providing a user-friendly space to help them share their teaching, research interests and publications online. Moreover, this space can be used for a wide range of applications relevant to teaching: designing sites to house course resources; creating dedicated sites for research projects, exploring new tools for teaching and |

| Session No | Host | Location | Duration | Description |
|---|---|---|---|---|
| | | | | learning; and sandbox for exploring emerging pedagogical practices. Workshops and support for those interested in having their own domain are available through DMLL. |
| 57 | Amanda Black | EC1 02 | 20 mins | Worried about online traps? Ever hidden your password under your keyboard? Wished there was a reset button on twitter and Facebook? This short, practical session supported by ITS will cover two areas of interest to us all at home and in the workplace. The first is the basics of cyber hygiene; simple steps all staff and students need to take to avoid putting themselves and their systems at risk. The second looks at how to make the online social space work positively for you and your networks and avoid the worst pitfalls. If time allows, and we hope it will, we will finish with an open discussion about the power of algorithms to invisibly manage our lives. And what we can do about it. Facebook, Amazon, Google, Cambridge Analytica. We're coming for you. |
| 58 | Craig Bartle | EC2 01 | 20 mins | Students' assessment of academic support and teaching is central to the student experience and critical for attracting students. Modules with consistently strong student satisfaction levels for teaching and overall satisfaction were identified from the module evaluation questionnaires. Interviews were then conducted with lecturers responsible for these modules to gain a deeper understanding of their approaches to teaching in the hope of identifying what constitutes good teaching and what students perceive good teaching to be. The subsequent interview transcripts were thematically analysed to identify processes and relationships instrumental in providing an excellent student experience.<br>The lecturers reported the main reasons they thought their teaching was identified as being particularly noteworthy. The importance of adapting module content and delivery to the requirements of diverse cohorts, which are likely to contain students with differing educational experiences and reasons for attending a specific course, was a central consideration. Relating teaching to real-world scenarios and students' long-term goals and aspirations, ensuring students are comfortable communicating with their lecturers and tutors, and safeguarding enough time for lecture and tutorial preparation was also discussed. The research highlights the importance of ensuring that students' needs and expectations are identified at the earliest possible opportunity to allow appropriate content and approaches to teaching to be incorporated into the curriculum. |
| 59 | Sandeep Gakhal | EC2 01 | 20 mins | Coventry University has consistently achieved high student satisfaction. One of the ways this is achieved is via internal surveying to monitor and act on issues affecting satisfaction. Internal surveying enables all students' voices to be heard and in turn helps to achieve the best possible outcomes for students through implementing changes which enhance the quality of teaching and learning. Given the importance of receiving student feedback, any new innovation to ensure swifter processing needs to be monitored for any unintended consequences. The recent adoption of electronic devices such as phones to collect satisfaction data online rather than on paper has warranted thorough analysis to ensure the university continues to provide full opportunity to provide feedback. Practically, the university has been able to achieve increased turnaround times for results and better quality of students' comments in terms of legibility (typed instead of handwritten). This enables swifter action to address any identified barrier to attainment. However, other changes can occur as a result of switching from paper to online evaluations. Other higher education institutions have noted that switching from paper to online can lead to a variation in response. This session will detail how the CUReS student surveys team has analysed the qualitative student feedback received to investigate any differences that might be associated with the switch to online. Particularly we investigate whether, when using their own devices to provide feedback, students adopt practices that are more frequently associated with using social media platforms and open channels of communication such as Facebook. The preliminary findings of the study will be discussed, including any implications as a result of seeking more innovative and efficient ways of offering students the opportunity to feedback on their learning experience. |
| 60 | Sharon Davison | EC2 01 | 20 mins | Research shows that the brain is more effective and remembers more if you take regular breaks and open yourself up to a variety of experiences. Library staff have a desire to encourage students to take mini breaks from their studies to support student mental health and wellbeing. The library has sought to engage students in fun experiences within the library setting and to help build a community of happy |

| Session No | Host | Location | Duration | Description |
|---|---|---|---|---|
| | | | | students. Experiences offered in the library have included stroking dogs and holding owls, colouring, book folding and craft making. The library will continue to offer opportunities for students to connect with each other and library staff, whilst engaged in activities that are considered enjoyable and calming. In this short session, I will share with you how the library has linked activities to library campaigns and what I learnt and gained from being involved - The highs, the lows, the hiccups and the chocolate! |
| 51 | Lauren Heywood | EC1 22 | 40 mins | This workshop is an interactive, gamified session exploring the use of 'What Is Your Story?' as a playful approach to learning, employing cards, tokens and team competition! 'What Is Your Story?' is a game-based tool to support a personalised approach to describing abstract concepts, exploiting the power of creativity, narratives and visual cues. 'What Is Your Story?' is a highly social activity that encourages learners to share knowledge, think critically and creatively, and build confidence in articulating abstract concepts with peers. The cards have been used in various teaching and learning activities to develop learners' confidence in their knowledge and and ability to articulate high-level concepts. For example, Coventry University's Flying Faculty at Hubei University of Science and Technology in central China deployed 'What Is Your Story?' as a means to encourage nursing students to develop confidence in their ability to speak english as a second language (Andrews, 2016). In 2016, after receiving highly positive student feedback, Jon Andrews (CU Senior Lecturer in Mental Health Nursing) won the Student Satisfaction award, PGCert, for this work. 'What Is Your Story?' was developed as part of the Disruptive Media Learning Lab's Game Changers programme, and is available under the Creative Commons license CC-BY-NC 4.0. so that anyone can print their own cards or remix the design to meet their learners' needs. The cards have been applied in a broad range of learning scenarios, both locally at CU and across the world. Join us to find out more about the power and potential of learning through play! |
| 52 | Mike Price | EC1 22 | 20 mins | The majority of students regularly use some form of mobile application (i.e. 'apps'). From a course design perspective, the involvement of apps within teaching and assessment may help to develop digital literacy skills, which is also an important consideration within the annual Course Quality and Enhancement Monitoring report. We developed an assessment around critiquing and designing an app relating to our second year physiology of training module (257SPO). Not only is this area one where numerous apps are available, but when working as professionals our students are highly likely to be asked their opinions regarding validity and use of apps from various client groups. Thus, being able to critique apps is an important skill. Furthermore, many professionals in the area design training related apps to reach a greater number of individuals within populations with interests in both health and/or performance. The assessment replaced a traditional exam where students generally did not provide enough details regarding physiological adaptations to training thus resulting in a poor pass rate with subsequent progression consequences. Assessment involved 60% weighting of physiological knowledge with the remaining 40% based around app appraisal and design, thus not detracting from being specific knowledge based. Overall pass rate was higher than for the traditional exam however, the level of knowledge presented regarding physiological adaptations was still below that expected. Overall, the coursework provided real world context and critique experience whilst remaining specific knowledge based. The presentation will overview the components of the coursework, our experiences as assessors and future developments. |
| 53 | Sathees Kunjuthamby | ECG 02 | 40 mins | This presentation is going to highlight the role of Online International Learning [OIL] Projects in higher education and aims to share the achievements and best practice that I was able to create with my five OIL Projects, where I was collaborating with our international partners from France, Malaysia, Spain, Oman and Hong Kong from September 2016- May 2017. This experience showcase 'Achievement, Equality and Diversity' that we were able to obtain in undertaking such projects virtually. Using online platforms and applying technology innovations, students were connected instantly with each other from different classrooms across the world with different backgrounds to work collaboratively on different assignments to share their outputs for discussion and learning. This session will further underline and strengthen the use of technology and illustrate that we can offer and provide our students a variety of academic platforms to gain an international student experience and an awareness of equality and diversity in higher education. By working together with international institutions, students thus benefit from a diverse pool of resources and competencies |

| Session No | Host | Location | Duration | Description |
|---|---|---|---|---|
| | | | | that would be not readily available otherwise. Moreover, students receive an Online International Learning Certificate for undertaking and completing the project successfully which firstly evidences achievement and recognition and secondly diversity across teaching followed by promoting an internationalized curriculum. This session will present the methods used: i) Technology as an enabler: Facebook and google docsii) Using flipped classroom teaching: Use of Lego Go Go- Presenting student outputs and their business narrativesiii) Teaching the OIL class overseas at the presentations partner institution iv) Present the student outputs developed during the OIL Project period (i.e. presentation slides, reports, video) |
| 54 | Phil Jones | ECG 02 | 20 mins | Technological innovation can be de-personalising, at its worst leading to a one-size-doesn't-fit-all service. At the library we're using technological innovation to provide a more personalised, user-centred service. Rather than relying on a single "library website" we've created 48 different interactive library guides tailored to different user groups from pre-arrival international students to aerospace engineers. We're also at the cutting edge of demand-driven acquisition where library users are empowered to select stock automatically just by using ebooks on Locate. This approach extends to our customer service where using social media allows us to build relationships and show the human side of the library. Come and find out how these library innovations and others can benefit you personally. |
| 55 | Keith Jeffrey | ECG 13 | 20 mins | In May The Enterprise Hub will move to new accommodation and will become a space where staff, students and social entrepreneurs can take a business idea from inception to realisation. At the heart of this is EVOLVE a new programme which gives any motivated individual the hard and soft skills required to become a fully fledged entrepreneur. The Enterprise Hub is also developing a coherent programme of events, knowledge and network building to create a community of entrepreneurs on campus and across the University group. We can help you understand whether you have a viable business idea and give you the skills and knowledge you need to make that idea real. CUSE/The Enterprise Hub has direct experience of working with staff, students and communities from extremely diverse backgrounds and understand how to help them overcome language barriers, cultural differences and societal challenges to help them create business and social enterprises which help them release their entrepreneurial potential. A clearly defined pipeline helps individuals move at their own pace in developing their idea in a robust but supportive environment. This session will be of interest therefore to any staff member who is working with students or who may be interested in developing a business themselves. |
| 56 | | ECG 13 | | |
| 57 | Don Jack | ECG 13 | 20 mins | About one eighth of the international student population at Coventry University enters the University via a Pre-sessional English (PSE) course. The PSE aims to prepare international students for success in an unfamiliar academic culture and to help them adapt to the expectations of UK higher education and their specific learning community. By doing this, the PSE creates an opportunity for these students to participate equally on their course with the rest of the student body. The PSE team are now extending this opportunity by delivering in-sessional support to students already on their degree programmes, and by developing three modules for the new International Foundation Year to be delivered at the Scarborough campus. A key aim of this new Foundation Year is to develop the students' confidence and their ability to achieve results as part of a team made up of students from a diverse range of nationalities and backgrounds. Our talk will provide an overview of how we develop the students' confidence by designing tasks that require them to communicate within the wider learning community from an early stage so that they are more able to participate fully when they arrive on their destination course. The presentation will provide a detailed explanation of the rationale for including one particular task that encourages these skills. It will also outline how this task was designed and delivered and what outcomes were achieved. |
| 58 | Steve Galliford | ECG 24 | 40 mins | This session is an information briefing and discussion forum to inform colleagues of the strategy and implementation achievements of the Post Graduate Strategy Unit during 2016/2017. The session will include a review of major initiatives introduced during the year such as the CMI/GPD modules and the planned development of this, a summary and review of the Post Graduate Taught Evaluation Survey (PTES) and the DHLE for postgraduate students. All in the framework of relevant Government Policy. |

| Session No | Host | Location | Duration | Description |
|---|---|---|---|---|
| | | | | The session will also focus on developments for the future including pedagogic innovation appropriate to PGT students, the importance of PGT to the University Group, ideas for the future and mechanisms to support growth.<br>A key feature of the session is to focus on and share ideas for improving communication with PG students, developing a student community and increasing awareness of support for postgraduate taught students. The session will be part presentation and part discussion forum for the exchange and receiving of views and ideas. |
| 69 | Martin Jenkins | ECG 24 | 40 mins | This session will provide an introduction to the CQEM Business Intelligence Portal which is being launched. It will outline the functionality of the portal, replacing the data sheets provided for CQEM. [session to be repeated] |
| 70 | Craig McEwan | ECG 26 | 40 mins | Enabling our students to develop the skills to succeed in their studies and careers is central to Coventry University London's philosophy. With students coming to study with us from all over the world, there is a diverse range of educational backgrounds and student skills needs. In October 2016 the university launched Spotlight+, an extra-curricular skills development programme accredited by the Institute of Leadership and Management (ILM). As a non-selective programme, Spotlight+ provides all students with the opportunity to identify and develop academic and employability skills in areas that they choose, from CV writing and digital literacy, to academic writing and English language development. Taken over one-year, students complete a minimum of six 'development activities' of their choice, while demonstrating and evidencing their continued development through reflective assignments. Upon registration, students receive a one-year membership of ILM and work towards attaining an additional certificate when they graduate, enabling each student to demonstrate their commitment to personal development and stand out from the crowd in a competitive job market. The programme has also facilitated collaboration between different university teams, bringing academic and professional support staff together to work towards shared goals. Though still in its early stages, Spotlight+ has made a promising start, registering undergraduate and postgraduate students from a range of courses and backgrounds. This session will discuss the rational for the programme, outlining how it was developed. We will also reflect on the successes and challenges of programme after almost a full academic-year, while discussing our goals for the future. |
| 71 | Richard Hiller | ECG 26 | 40 mins | The workshop will be divided into two parts. The opening presentation explores the relationship between student attainment and institutional belonging. This is followed by an open discussion of the ways in which belonging can be fostered across the entire student population. We know that student attainment can be influenced by factors, such as subject participation (Miller, 2016), academic entry qualifications (Smith & White, 2015) and ethnicity (Quintana & Mahgoub, 2016). Interpretation of the operation of such factors, however, has often far too quickly and comfortably attributed the cause of academic under-achievement to the individual (Harper, 2009). Such factors have also not been adequately considered in the context of individual resilience against structural disadvantage.This paper presents a conceptual framework for better understanding the mechanism of attainment disparity among Black and Minority Ethnic (BaME) students at Coventry University, with a focus on the role of institutional belonging. Results are based on triangulated qualitative and quantitative data. A relationship between entry qualifications and ethnicity emerges across student cohorts, which correlates with a significantly decreased sense of belonging amongst BaME students during their first eight months of study at CU. This sense of belonging can be strongly tied to motivation, engagement and attainment. The results suggest the greatest possibility for change may be at the institutional, not individual, level, and that windows of opportunity for timely interventions exist. The take-away message is that if the problem does indeed lie within the institution, we, as an institution, must now find ways to address it. |
| 72 | Debra Jackson | EC1 21 | 40 mins | The focus is on delivery of the content, the extent to which these evoked student engagement, the nature of such reactions, the manner in which students raised issues, who was targeted and, where appropriate, staff interventions – in the process touching upon the many challenges in walking the talk on equalisation of opportunity and achievement as well as celebration of diversity. |

| Session No | Host | Location | Duration | Description |
|---|---|---|---|---|
| '3 | Kayleigh Blackstock | EC1 21 | 20 mins | Digital Literacy is playing an important role within teaching, learning and assessment strategies for Higher Education Institutions due to the competitive graduate job market requiring students to have the skills and practical knowledge of digital technologies. Within the School of Marketing and Management, undergraduate Marketing Students start their digital journey in year 1 in the Marketing Communications module. Within this module we introduce students to a range of professional Adobe apps via interactive and applied seminars. These are held in the digicomm lab which enables students to not only learn about the tools of marketing communications but to also actually make these tools for themselves. Assessment for this module builds upon the digital literacy skills learned by students; students are asked to create a video pitch presentation for a live client. Using a variety of tools in the digicomm lab creates an inclusive learning environment and gives students the ability to tailor the facilities to their learning style. Also, in digital marketing modules at both Postgraduate and Undergraduate levels, students are given the opportunity in seminars to put what they have learned in lectures into practice through the use of our Digicomm Lab. Students are given various tasks which require them to use the Adobe Apps to design websites, adverts and other creative digital marketing artefacts. Students may also use the apps in elements of coursework which require them to produce digital artefacts as part of a presentation or report. This has enhanced the students experience and has given them practical knowledge of marketing whilst enhancing their digital literacy skills.<br>Digital literacy is a requirement expected by employers of marketing students and the use of innovative teaching and digital technology is enabling our students to enhance their employ ability and achieve the digital skills set required by employers. |
| '5 | John Abell | ECG 13 | 20 mins | CUSU, Acdev and OTL want to recognise and reward students for extra-curricular activity by introducing a leadership award. Students who complete activities outside their course will be eligible for bronze, silver or gold awards depending on level of effort. Students who apply for the award will need to recognise and reflect on the appropriate graduate attributes they have gained from their activity. The gold award will go onto their Higher Education Achievement Report. There will also be a co-branded training programme focused on the graduate attributes gained from extra-curricular activity turning engaged students into active citizens. In particular we want to make this recognition and reward a targeted intervention tool to increase the employability of marginalised groups and not just a tool for the already engaged students. Well that's the plan. We need your help to develop this idea and discuss reward and recognition for students outside their course, particularly those at the wrong end of the attainment gap. |
| '6 | Samena Rashid | EC2 01 | 40 mins | CU Coventry offers a new approach to higher education with a number of students from widening access backgrounds. Work on internationalisation started in 2015/2016 with staff working on developing OIL projects and organising fieldtrips for students. This presentation explores some of the work undertaken and how it has enhanced student knowledge and experiences in developing broader thinking on global issues locally and internationally.<br>Feedback from student's has been highly positive –<br>"I was able to experience a different culture which made me appreciate the norms and values of a different country…to speak to professionals from the different institutions allowed me to gain insight to how the projects aim to increase the health of individuals. Learning about this from the classroom does give you an idea on what happens, but actually visiting it allows you to see it from your own eyes".<br>"The trip taught me international divides within policy and practice. It also highlighted the different views held within our differing cultures." This reflects the benefits of such trips in building global communities and enhancing student achievement as they apply the knowledge gained through trips in their studies. Students have the opportunity to think about broader diverse issues allowing them to maximise inclusivity and equality in their academic and professional practice. We hope to share these experiences and how this has been used as a platform to diversify students knowledge in working in an international context and the plans to further develop in this area. |
| '7 | Savroula Bibila | EC1 22 | 40 mins | The concept of 'powerful knowledge' (Wheelahan, 2007; 2010; Young, 2008; Young and Muller, 2013) has fairly recently entered academic debates around the role and design of upper secondary and undergraduate curricula. The social realist distinction between 'knowledge of the powerful' and 'powerful knowledge' can be loosely mapped onto the distinction between |

| Session No | Host | Location | Duration | Description |
|---|---|---|---|---|
| | | | | 'formal' and 'epistemological access' (Muller, 2014) borrowed from the South African philosopher Morrow (2009). 'Formal access' is a prime focus when it comes to measuring retention, achievement, programme completion and progression. 'Epistemological access', and approaching it from the 'sociological camp' of social realism (Bibila, 2016, p. 63), is linked to the availability of resources (e.g. curriculum) that enable students to move beyond knowledge that is dependent on sensory, everyday experience towards establishing a relationship to the social world that is mediated by more abstract disciplinary concepts. The BA (Hons) Public Health and Community Studies and Foundation Health and Social Care programmes of study at CUC are designed and taught based on the distinct 'life-shaped learning' principle to Higher Education. In this performance based activity, the Head of Curriculum, the Course Leader and a course Lecturer present ongoing team work that strives to realise the equalisation of opportunity and achievement for all of our students. Particular emphasis is given on the integration of theories from the field of sociology and psychology into these courses and issues pertinent to programme completion and progression within the course and towards further study. |
| '8 | Zoe Gazeley-Eke | EC1 22 | 20 mins | This session will discuss an ongoing action research project on the development of an Academic Skills for MA support programme for International postgraduate students in the School of Humanities. This student driven programme aims to support international students in their transition to MA level study within a new academic culture by establishing connections between students, Academic English lecturers, subject specialists and researchers. The School of Humanities has implemented a 'students as partner' approach to its curriculum development by incorporating the students' voice in their course design and quality review process (Orsini –Jones et al. 2015). Focus groups highlighted that the international students felt the existing academic skills provision did not cater for their specific diverse needs. This session will outline the stages in the development of this support programme. It will show how students were consulted and asked to identify the initial troublesome areas that they had in regards to their academic skills. The programme materials are all subject specific to enhance student engagement and are developed in close collaboration with the subject specialist lecturers and researchers within the discipline. It has been acknowledged by Hyland (2004) that academic discourse varies and so a discipline specific approach aims to help the students to progress within their field. In the final part of the session, there will be an opportunity to listen to feedback from students involved in the programme and discuss the recommendations made from the first round of action research including a look at future plans. Hyland, K., 2004. Disciplinary Discourses, Michigan Classics Ed.: Social Interactions in Academic Writing. University of Michigan Press. Orsini –Jones, M., Wang.X., and Zhao, J. (2015) 'Study Skills for Masters' level 'through the looking glass' of Chinese students on the MA in English language Teaching at Coventry University' in Masters Level Teaching, learning and assessment: Issues in design and Delivery. Ed. by Kneale, P. Basingstoke: Palgrave MacMillan. |
| '9 | Sophie Beer | EC1 22 | 20 mins | Staff development in the engineering sector in India is undergoing a major transformation. Until recently, engineers did not see their knowledge and skills not upgraded beyond their specialism or past a degree level. This is driving employers to look at innovative ways in which they can retain and promote real, best-in-class talent and creativity.<br>At this session you will interact first-hand with key members of staff who have helped KPIT design two trail blazing Masters Programmes. By including the vital perspectives of innovation, sustainability and organisational long term staff development objectives, Coventry University is set to deliver a bespoke and innovative programme, the first of its kind in India. Designed to develop personnel, facilitate career progression and company mobility by bridging the gap between both engineering/technical and business management fields, the overall aim of the programme is to enable the students to develop their management and leadership skills and generate pool of expert capable to drive innovation and idea creation in house. |
| 30 | Keith Jeffrey | EC2 01 | 40 mins | CU Social Enterprise has worked with colleagues to create significant community assets. In 2016 the Coventry Fablab was opened, an innovative partnership which has created a highly successful community space for creativity, making and innovation in the city centre. In 2017 we are helping to support the revival of the Priory Visitors Centre. This session will therefore talk about how the work of these facilities and how CUSE leveraged |

| Session No | Host | Location | Duration | Description |
|---|---|---|---|---|
| | | | | University support to create additional resources to create new community assets.<br>This session will be of interest to anyone concerned with developing new types of assets within the community. |
| 31 | Sian Alsop | EC1 02 | 40 mins | At university level, in most disciplines, the lecture remains the main method of communication between staff and students. Conveying key information in various ways at various points within lectures increases student absorption and retention, which impacts positively on attainment across the board. We know that predicting and revisiting central concepts scaffolds learning (Deroey and Taverniers 2012, Olsen and Huckin 1990 and Chaudron and Richards 1986), but there is limited systematic investigation into how and when such summative phases occur within overall lecture structure (Young 1994 and Straker Cook 1975). This paper investigates where and how summaries occur in lectures, and considers the implications of this for practice. Techniques from corpus linguistics and data visualisation are used to explore the occurrence, duration, and linguistic character of summative text in 76 university-level lectures from the Engineering Lecture Corpus (ELC: www.coventry.ac.uk/elc). Just over half a million tokens of transcribed text were annotated to identify two types of previewing and two types of reviewing. Results indicate that summarising constitutes just over a tenth of all lecture discourse, and the four types of summarising identified cyclically punctuate the entire lecture. At the macro level, it is clear that lecturers do much more than preview content at the start of a lecture and review it at the end. At the micro level, a notable difference in the language of summative text compared to non-summative text exists, and particular features can be attributed to particular types of summary. Increased understanding of the use of this prominent discourse feature can inform the effective design and delivery of lectures, which in turn facilitates student attainment. |
| 32 | Ambra Righetti | ECG 02 | 40 mins | In Europe, there are few countries that award the BSc in Children's Nursing, the United Kingdom and Italy are part of this small group. The future of the pre-registration education of children's nurses is still being determined , the only certainty is the forthcoming publication of the new NMC set of standards next year. Academic staff are currently planning and preparing for the new curriculum, underpinned by the new standards, to be ready for the start of the academic year 2019/2020. This presentation aims to give an overview of how the BSc program in Children's Nursing is delivered in Italy and the UK, with particular emphasis placed upon exploring the course plan and the approach to the teaching and assessing of children's nursing students. Modules and placements will be investigated and a brief comparison between the British and Italian frameworks will be carried out. This presentation could potentially have an impact on the review of the current curriculum within the Faculty of Health and Life Sciences and provides an insight into an alternative approach within Europe . Concurrently, the CYP team is developing internationalisation of the current programme in partenrship with the University of Genova (Italy) and through the use of short and long-term programs with the assistance of the Centre for Global Engagement. This presentation provides an opportunity to share and celebrate a successful collaboration in terms of ‘Achievement, Equality & Diversity’ across all aspects of University life and activities, especially in regard to Teaching & Learning and Internationalisation. |
| 33 | Dr S M A Moin | ECG 02 | 40 mins | The power of digital technologies and Internet of Things has transformed the way we access information and learn. Managing students’ attention in the classroom nowadays is, therefore, far more challenging than ever before. In this post-modern era, the ancient art of storytelling has proven its magical power to connect with the millennial learners. The multiple facets of storytelling with their astonishing success has also inspired the academics to use this ancient art in the modern-day classrooms powered by the new media – thereby transforming traditional lectures. Data transferred through stories resonate with learners more effectively. According to Stanford Professor Jenifer Aaker, stories are up to twenty two times more memorable than facts. Stories also connect both the storytellers and listeners through emotional coupling. The touch of modern science has even revolutionised the ways we all tell stories these days and how the 21st century learners consume them. Drawing on primary data collected from MBA students this research emphasises the role of storytelling as a teaching pedagogy focusing on the magic, which happens when the ancient art meets with the modern science. The session will also share some strategies and techniques of publishing to bring to light how research informs teaching; and teaching complements research – therefore, helping the academic to navigate between their dual identities as researcher and teacher. The |

| Session No | Host | Location | Duration | Description |
|---|---|---|---|---|
| | | | | session is targeted for achievement oriented academics who want to transform their teaching through their research and engage with their students harnessing the power of storytelling within a global classroom where diversity is viewed as powerful precondition for learning and equality is promoted. |
| 34 | Mandeep Shergill | ECG 13 | 40 mins | The Knowledge Exchange (KE) team within Enterprise & Innovation (E&I) have been running the Inter-KT scheme for the past two years. The scheme allows Coventry University academics to embark on research & KE secondments at international universities with in-country support provided by E&I, helping the University to enhance its international profile and develop research and commercial links around the world. At this session you will hear first-hand from academics who have been supported by the scheme – they will discuss their experiences along with the outcomes of their secondments. You will also hear from the KE team who will provide an insight into how the scheme works and a summary of the successes achieved. Since its inception the Inter-KT scheme has supported several academics across the University, and projects have advocated and encompassed all three of the Conference's key themes – equality, diversity and achievement. For example, one of the speakers, Kusminder Chahal (based in the Centre for Trust, Peace and Social Relations), travelled to Arizona on a 2 month Inter KT secondment within the Centre for Violence Prevention and Community Safety at Arizona State University (ASU). ASU is a top 200 global university with over 80,000 students spread over 4 campuses in Phoenix, Arizona. The aim of the project was to develop an international network to address the needs of different industries and businesses with regards to the practical, moral and legal responses that are raised by equality, diversity and inclusion. Kusminder has now setup a network to research and build a Diversity & Inclusion Toolkit; partners include ASU, University of Phoenix, Maricopa Community Colleges and three community based organisations. |