**List of webinars, conferences etc (as at 10.6.2020)**

Yellow highlighting indicates new inclusion on this listing

**From AHE:** [**Digital Examinations Forum 2020**](https://www.bath.ac.uk/events/digital-examinations-forum-2020/)

**09 - 30 June 2020 10.00-11.00 am**

DEF Digital is a webinar series on digital examinations, hosted by the University of Bath School of Management and powered by Inspera Assessment.

17 June 2020: How to run effective remote digital exams. University of Bergen and Gothenburg University.

24 June 2020: The future of e-assessment practices after the coronavirus emergency. Macquarie University and BPP University.

30 June 2020: Digital exams as a path towards excellence in teaching and learning. University of Iceland and University of Bath.

[[Inspera Assessment](https://www.inspera.com/)]

**Universities UK** [**Mental health and Covid-19 webinar series**](https://www.universitiesuk.ac.uk/events/Pages/Mental-health-and-Covid-19.aspx)

**10 Jun - 31 Jul 2020, 09:00 - 16:00**

The Coronavirus disease (COVID-19) has had an unprecedented effect on the daily lives of everyone in the UK. The impact of the virus is widespread; however, the impact of current social distancing and self-isolation requirements can be particularly difficult and detrimental for individuals from marginalised or disadvantaged groups.

**This series of webinars by UUK will shine a spotlight on the immediate and longer-term impacts of Covid-19 on the safety, health and wellbeing of students and staff in HE**. We will be looking to understand and respond to the unequal impacts experienced by different groups in higher education.

We will offer a strategic insight and a practical response to facilitate universities in developing effective interventions and actions required in this rapidly evolving situation. There will be an opportunity to explore the needs of students and staff post-lockdown and preparations for the next academic year.

We have more webinars in the pipeline, and we will continue adding details to this page.

The webinars are informal and will take place over Microsoft Teams with a maximum capacity of 250 attendees, because of this we are asking for one attendee per organisation.  If you sign up after we have reached capacity, we will share the webinar recording with you.

Please view more details in the[**Details and booking**](https://www.universitiesuk.ac.uk/events/Pages/Mental-health-and-Covid-19.aspx)tab. Topics listed -

1. **Mental health and Covid-19: students and staff with disabilities:** Friday 12 June 2020, 10:00am-11:00am
2. **Mental health and Covid-19: care experienced and estranged students:** Tuesday 16 June 2020, 2:00pm-3:00pm
3. **Mental health and Covid-19: technology mediated abuse:** Date and details to be confirmed.
4. **Mental health and Covid-19: loss & bereavement:** Date and details to be confirmed.
5. **Mental health and Covid-19: supporting health students:** Date and details to be confirmed
6. ​**Mental health and Covid-19: Isolation and loneliness:** Date and details to be confirmed.

**JISC** [**Supporting learners' digital identity and wellbeing**](https://www.jisc.ac.uk/training/supporting-learners-digital-identity-and-wellbeing)

**11 June 2020 – 10 am to 12 noon and fee charged**

This online workshop will explore ways in which technology-enhanced learning can support the development of learners’ digital identity and wellbeing.

Supporting learners’ digital identity and wellbeing is a key driver for organisations who want to prepare their learners for the digital workplace. Participants will explore the issues learners face when developing digital identities and will be asked to complete a short survey and identify some key challenges that they face. They will reflect on current organisational practices, and address these challenges by sharing their approaches and solutions.

**UKAT Tutoring Matters -** [**Personal tutoring systems and activity**](https://www.ukat.uk/events/webinars/current/personal-tutoring-systems-and-activity/)

**Thursday, 11 June 2020 14:00**

In this webinar, the speakers will explore the findings of a HEFCE funded project focussing on the contribution of personal tutoring to reducing the awarding gap for different groups of students.  The newly developed Manchester Metropolitan University [**Personal Tutoring Framework**](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.celt.mmu.ac.uk%2Fpersonal_tutoring%2Findex.php&data=02%7C01%7CA.J.Pye%40exeter.ac.uk%7C3fb3e2a4a8bc426ff13208d7d4c3552a%7C912a5d77fb984eeeaf321334d8f04a53%7C0%7C0%7C637211807721460038&sdata=hm84NRzhCIQFLRIhPeVTII1EcAmkm0qK6lpiSQb%2FpuQ%3D&reserved=0)will be explained, with a particular focus on the distinction between designing and evaluating a personal tutoring system from the activity of personal tutoring itself.

**AdvanceHE -** [**Higher Education in the era of AI - Innovation in Teaching Practice Workshop**](https://www.advance-he.ac.uk/programmes-events/calendar/innovation-teaching-practice-higher-education-era-ai)

**12 June 2020 - 10:00 am to 4.00 pm; fee payable – UW staff can use membership rate**

Dramatic changes in industries and patterns of employment were predicted with the advent of Artificial Intelligence (AI) and the Fourth Industrial Revolution (4IR). These changes have been accelerated by the global pandemic, forcing a rapid introduction to new ways of interacting within the world of work. The predicted global recession combined with an ageing population and the rise of AI will increase the demand for higher education to support a reformed workforce for the knowledge economy. The pandemic has exposed the fragility of global supply chains and will require a review of the just-in-time, out-sourced manufacturing sector. Advances in 4IR technology including artificial intelligence, robotics, 3D printing and the Internet of Things (IOT), will facilitate a re-evaluation of the economic benefits of reliance on low cost, off-shore manufacturing centres. The emerging skills landscape will require agile lifelong learning opportunities to meet immediate and longer term economic needs.

There will be a pressing need to upskill and re-skill the current and future workforce to develop familiarity with 4IR technologies and the ability to work with the big and open data sets and the tsunami of information which will be intrinsic in our daily lives.

This workshop will provide you with the opportunity to reflect on how your school, faculty or institution is preparing to deliver the next generation of learners for living, learning and working in an ever changing technological environment.

You will have the opportunity to reflect on a range of questions in the context of your own institution, including:

* What type of attributes and competencies do your graduates have and what will they need in the future?
* Is your current teaching future-proof - what are its defining features?
* How are you preparing your students for Industry 4.0?
* What teaching learning and assessment approaches will help to develop more resilient, flexible and cognitively agile learners?
* How can you use AI to enhance the student experience and support learning?

At the end of the day you will have been enabled to:

* reflect on the challenges and opportunities associated with the impact of AI and 4IR on higher education globally;
* evaluate your current state of readiness for delivering the next generation of learning and teaching;
* design a future-facing, holistic educational experience that takes into account the challenges and opportunities explored in the workshop.

**AdvanceHE** [**Introduction to Race Equality in Higher Education Online**](https://www.advance-he.ac.uk/programmes-events/calendar/introduction-race-equality-higher-education-online)

# Three x 3.5 hour modules (18 June [9.30 am to 1.00 pm], 2 July and

# 14 July) – attendance at all three dates is required, fee payable – UW staff can use membership rate

Tackling racial inequalities and improving the experiences and outcomes for Black, Asian and Minority Ethnic students and staff are amongst the most pressing challenges faced by higher education institutions in the UK. This programme introduces participants to issues of race and racism within higher education, and explores ideas for supporting and advancing change within their own institutions. Participants will leave with ideas on how to be better allies, how to engage constructively with discussions of race and racism within their institutions, and how to instigate action.

Consisting of three, three and a half hours online workshops, this programme provides participants with a good understanding of race, racism and race equality in higher education in the UK. It explores the history, context and current challenges that universities need to address, strengthens awareness of the lived experiences of BAME students and staff, and critiques some of the approaches that have been employed to tackle racial inequalities. The three workshops cover:

* The context for race equality work in HE in the UK – history, drivers for change, understanding racism, approaches to race quality in HE.
* An insight into the lived experiences of BAME students: what the data tells us, understanding and approaching the BAME awards gap, the importance of creating inclusive curricula.
* An insight into the lived experience of BAME staff: what the data tells us, diversifying the workforce, tackling racial bullying and harassment and creating an inclusive workplace culture.

**UKAT Tutoring Matters** - [**Coaching approaches for remote tutoring: helping students feel in control and connected**](https://www.ukat.uk/events/webinars/current/coaching-approaches-for-remote-tutoring-helping-students-feel-in-control-and-connected/)

**Thursday, 25 June 2020 14:00**

This webinar will explore coaching tools for supporting students in personal tutorials.  In the remote working environment students may feel a loss of control over their learning process and agency towards their personal academic and life goals.  While guidance and advice can be important to help students to feel supported, coaching can give them a sense of taking control of their own situation and making their own decisions, especially within a situation that is not of their choice or making. Coaching in personal tutoring can also foster a strong sense of connection to the university at a time where students may be feeling very distant, because the approach is focused on the needs and desires of the individual but facilitated by tutors they know. In this webinar we will introduce the principles of coaching as opposed to advising or mentoring, explore techniques for active listening from a coaching perspective, and apply the TGROW coaching model to the personal tutorial context. This webinar is most relevant to personal tutors and advisors who have no prior experience of coaching.

**AdvanceHE –** [**Enterprise in the curriculum - Innovation in Teaching Practice Workshop**](https://www.advance-he.ac.uk/programmes-events/calendar/innovation-teaching-practice-enterprise-curriculum)

**Tue, 30 June 2020 - 10:00 am to 3.30 pm fee payable – UW staff can use membership rate**

**Co-creating the enterprise and entrepreneurship experience with others;**

**Opportunities and Challenges**

With the advent of the fourth industrial revolution and with increasing numbers in the graduate labour market, both societal and student expectations of higher education are changing. With teaching excellence still a major focus of the HE sector, and increasing pressures across institutions to respond to policies such as the subject level TEF in England and challenges such as enhancing graduate level outcomes, what practical guidance can be offered to respond to these challenges?

Enterprise education has a primary aim of producing learners with the mind-set and skills to come up with ideas that make a difference in response to identified needs and shortfalls, and the ability to act on them. Enterprise itself can be defined as a set of abilities, skills and behaviours possessed by an individual that can be used in a variety of different contexts to make a difference and add value.  These include coping with uncertainty, identifying opportunities, actively making things happen, managing risk, networking, creative problem solving, being strategically aware and acting independently (QAA, 2018).

Not only are these components of clear value independently, but once combined with subject-specific knowledge and technical skills they become increasingly more attractive to potential employers, as well as acting as the foundation for developing students throughout their chosen careers and/or post graduate education.

Given the dynamic and changing nature of enterprise and entrepreneurship, it is important that a range of different stakeholders are involved in the development and delivery of enterprise and entrepreneurship education. Whilst there is a literature which promotes the value of co-creation of the education experience with others, there is far less practical guidance on how to do this and what are the opportunities and challenges that the educator will face.

### **The aims of this one day workshop are:**

* to provide an open and supportive environment within which to share and discuss contemporary practice and initiatives in enterprise and entrepreneurship education;
* to reflect on the impact of what you do with others, including learners, other staff and external stakeholders
* to engage with support and guidance for change(s) with regards to co-creating the education experience
* to provide a forum for learning, sharing practice and overcoming barriers to co-creating the enterprise and entrepreneurship education experience.

# Advance HE [Challenging Privilege and the danger of the single story](https://www.advance-he.ac.uk/programmes-events/calendar/challenging-privilege-and-danger-single-story-online)

**Wed 1st July – 9.30 am to 4.30 pm,** **fee payable – UW staff can use membership rate**

## Overview

This workshop aims to deepen understanding of the barriers to equality, diversity and inclusion that exist in higher education through an examination of how majority group privilege reinforces structural and cultural inequalities. Using author Chimamanda Ngozi Adichie’s concept of the single story as a means of exploring the limitations on our understanding of difference, participants will explore how privilege operates, the impact on different protected groups and what practical steps we can take to address inequality.

## Learning outcomes

* Greater awareness of the concept of privilege and how it impacts on structures, cultures and practices in higher education institutions.
* Increased understanding of how privilege creates and sustains differential experiences and outcomes for majority and minority groups.
* Greater understanding of how privilege operates within, across and between protected characteristics.
* Increased awareness of strategies to minimise the likelihood of a ’single story’ view determining approaches to learning and teaching and to employment practices.
* Increased confidence to develop actions that address inequality and build a sense of belonging for both students and staff.

[**ucisa DCG- DEG Spotlight Webinars 2020 announcement**](https://www.ucisa.ac.uk/Events/2020/June/Spotlight-on-Digital-capabilities-webinar)

The spotlight is on digital capabilities more than ever and UCISA is providing a short series of free webinars to share insights from different perspectives of the HE community, providing interesting resources to help students learn virtually. In the current climate with most working and studying from home, both staff and students’ level of digital capabilities have been exposed bringing with it challenges that everyone can all learn from.

The invitation is open to academics, IT support staff, trainers, students, management, library staff and anybody else who wants to explore how higher education institutions are mastering blended learning.

##### **ucisa Spotlight on Digital capabilities webinar 3**

[**Webinar Design to Promote Quality Engagement: Towards a Transactional Model and Toolkit**](https://www.ucisa.ac.uk/Events/2020/July/Spotlight-on-Digital-capabilities-webinar-3)

### **01 July 2020, 12:00 - 13:00**

jiscInteractive video has grown over the last decade to engage learners through a range of instructional designs and supporting technologies. Webinars are now commonplace, but as with early eLearning pedagogy, a ‘talking head’ design falls short of meeting the potential of the media. Next-generation learners need to master virtual collaboration skills to construct solutions to higher-level problem solving using interactive webinars.

How do academics, instructional designers and students design and use webinars to construct new knowledge through social meaning making? The Webinar Profile Toolkit is a methodology and toolkit aimed at providing distance learning stakeholders with the techniques and resources to construct their own effective webinars. First, we look at WHAT are the main features of a webinar? Next, WHAT possible instructional designs and Web Video Hard/Soft Skills are developed. Then, we look at WHY a webinar model linked to Transactional Distance can be a way forward to promote autonomous, creative learners. A software toolkit will be used as part of this ‘hands-on’ workshop to give participants to apply their learning.

This is an action-packed 60-minute workshop that promises to stretch your understanding of how to engage learning through a webinar. Be ready to do some pre-event tasks, collaborate with fellow ***‘webinerds’*** through Socratic ‘fishbowl discussion. And make smartphone recordings from your own room to share your reflections on the event.

Topics covered in the seminar:

* Operational set-up for interactive blended webinars (while using the technology live),
* PAP Model - 'Pre-At-Post' Instructional Design, Underpinning eLearning Theory – Transactional Distance (Moore 1997)
* Audience participation the Webinar Profile Toolkit
* Recording live web video events (in person and screen capture),
* Building a virtual community, towards an organisational learning culture,
* Webinar Evaluation - tools and strategy.

#### **UKAT** [**Engaging with Students Through Technology**](https://www.eventbrite.co.uk/e/engaging-with-students-through-technology-tickets-108857688276)

**Monday 6 July 2020, 14:00 - 16:00**This 2-hour online workshop, the first in a series of two, is designed to support personal tutors and academic advisors in preparing to support students remotely from September. This workshop focuses on purposefully choosing technologies that promote student engagement in remote personal tutoring/academic advising.

Participants will:

* use UKAT’s Top Ten Tips for Remote Tutoring as a framework to evaluate their use of technology and means of engaging tutees
* use Universal Design and Intentionality and Advising and Technology models as perspectives to evaluate their interactions with students at a distance
* identify their familiarity with technologies available at their institution.

#### UKAT [**Ensuring Students Can Engage with You**](https://www.eventbrite.co.uk/e/ensuring-students-can-engage-with-you-tickets-108861204794)

**Monday 13 July 2020, 14:00 - 16:00**This 2-hour online workshop, the second in a series of two, is designed to help personal tutors and academic advisors in supporting students remotely from September. This workshop focuses on setting up the technologies chosen in workshop 1 to effectively support students at a distance. Participants will identify the technologies they can use to support students working remotely; configure their essential personal equipment for remote student support and interaction; and create a coordinated informational resource to share important information and resources with students.

**AdvanceHE** [**Online Curriculum Symposium**](https://www.advance-he.ac.uk/programmes-events/calendar/hidden-curricular-symposium)

**14th July 2020 – 9.30 am to 4.00 pm, fee payable**

The symposium is intended academic staff currently delivering online teaching and learning, Programme Leaders involved in course design and senior staff with an overall remit for Teaching and Learning. The symposium will be a useful forum to encourage the exchange and dissemination of different ways of thinking about online teaching.

The move towards courses being delivered predominately online represents a paradigm shift for much of the sector.

Rather than simply ‘translating’ existing curricula into an online state this symposium will offer fresh perspectives that are pedagogically informed and full of practical ideas.

Featuring both UK and international perspectives from experts who have either already begun the transition or who have been delivering their courses online for many years, the event will appeal especially to academic and professional leaders who have oversight for and design of online curricula.

If you have something to share, or simply want to learn more then, this symposium by way of a keynote session, participant-led workshops and short presentations will offer insights and solutions to:

* what existing face-to-face practice still works online;
* how to deliver effective online pedagogies;
* considering equality diversity and inclusion for all students in online design;
* identifying relevant stakeholders and how to successfully engage with them, including learners;
* developing strategies to drive forward effective and meaningful change.

The symposium aims to:

* Explore how curricula can be redesigned for online delivery;
* Look at how online curriculum design practices can be enhanced;
* Build understanding about online pedagogies, principles and practice for inclusive curriculum design.

**Advance HE -** [**Mental Health and Wellbeing in T&L - Innovation in Teaching Practice Workshop**](https://www.advance-he.ac.uk/programmes-events/calendar/innovation-teaching-practice-mental-health-and-wellbeing-tl)

**Thu, 16 July 2020 - 09:30 am – 4.30 pm; fee payable – UW staff can use membership rate**

With teaching excellence still a major focus of the HE sector, and increasing pressures across institutions to respond to policies such as the subject level TEF in England and challenges such as the mental wellbeing of both staff teams and students our workshops provide practical guidance on improving your teaching practices working alongside peers from a range of institutions and disciplines. These workshops have been created to provide practical support in an interactive way to assist you with implementing policy and new innovative teaching practice developments at module, programme, departmental or faculty level. They will assist you in leading change and monitoring impact, as well as guiding you to recognise your contribution to both your teams and the wider institution.

This series of workshops is designed to support those involved directly in teaching and those who support teaching and learning activity within their institutions and will be of interest across a range of career levels. The workshops will focus on different areas of practice and seek to develop your skills in this area through the use of practical tools and tips. The format of the day will provide a forum for learning, sharing practice and overcoming barriers to excellent teaching and are particularly relevant for those working towards a Senior Fellowship application.

#### **UKAT** [**Creating a Flipped Tutoring Process**](https://www.eventbrite.co.uk/e/creating-a-flipped-tutoring-process-tickets-108861874798)

**Mon 20 July 2020; Mon 27 July 2020; Mon 3 August 2020**This series of three free 90-minute online workshops run on 20 & 27 July, 3 August introduces a flipped approach to personal tutoring. Participants will work together to design a collection of student activities with the intention of enabling institutions to adopt more effective online personal tutoring in September.

**Blackboard:** [**BbWorld**](https://go.blackboard.com/bbworld20-reg?utm_campaign=Global_2020_Event_BbWorld20VirtualConference_RegistrationOpen&utm_medium=email&utm_source=Eloqua&utm_content=Global_2020_Event_BbWorld20VirtualConference_RegistrationOpen&elqTrackId=87824447f5444c289a10ff6306d0d745&elq=98925cd5855b4e2582851891902c0f17&elqaid=30592&elqat=1&elqCampaignId=15906)

**Tues 21 and Wed 22 July 2020**

BbWorld is Blackboard’s flagship education conference taking place July 21 & 22, 2020. Tune in for two days of live sessions on topics that are top of mind for fall, including new models of teaching & learning, accessibility & inclusivity, student engagement and the impact of COVID-19 on education. You’ll mingle virtually with thought leaders, instructors, techies, leaders and more – because you never know where you’ll get inspiration for your next great idea.

**Advance HE -** [**Global Perspectives - Higher education: Who belongs here?**](https://www.advance-he.ac.uk/global-perspectives-higher-education-who-belongs-here)

**Wed, 22nd July 2020 - 09:00 – 10.00 am (Members only)**

As part of their enhanced range of member benefits for the 2019/20 academic year, AdvanceHE are running a series of webinars which cover the themes of ‘facing the future’ and ‘global perspectives’, and will focus on creating and sharing new knowledge as well as an opportunity to engage in discussion with colleagues from Advance HE member institutions globally.

The ‘Global Perspectives’ webinars are timed for a worldwide audience and therefore usually fall outside core hours in the UK and will be recorded to allow access within the individuals normal working pattern.

This webinar in the final in the current series of Global Perspectives is entitled ‘Higher Education – Who Belongs Here?’ The webinar focusses on inclusive leadership and will have speakers from across the globe. All those joining the webinar will be invited to take part in the discussion.