

Cambridge Teaching Forum

Friday 22 March 2019

Newnham College – Cynthia Beerbower Room, 11am – 3pm

10.30-11.00	Registration & coffee	
11.00-11.05	Welcome and housekeeping	
11.05-11.30	Opening address: Senior Pro-Vice-Chancellor for Education, Professor Graham Virgo <i>Cambridge Education: What's new?</i>	
11.30-12.10	Panel: <i>Inclusive teaching and learning practices: What's happening?</i> <ul style="list-style-type: none"> • John Harding (Disability Resource Centre) <i>Inclusive teaching and learning in practice: what does it actually mean?</i> • Howard Chae (undergraduate, History) <i>Students leading change: decolonising the curriculum to create inclusive learning environments</i> • Ana Mocanu (Education, PhD student) <i>Framing views of inclusion in contemporary Higher Education: some intercultural pedagogical perspectives</i> • Dr Allison Wood (Homerton College) <i>Academic citizenship for the future university</i> 	
12.15-12.35	Parallel session 1A: David Marshall (FutureLib) <i>The Cambridge Student Learning Journey: Key insights from Cambridge University Libraries' Futurelib research</i>	Parallel session 1B: Dr John Williams (Linguistics) & Rupert Brown (Engineering) <i>The Essay Writing Toolkit in Linguistics (a Teaching and Learning Innovation Fund project)</i>
12.35-1.15	Lunch	
1.15 -1.35	Parallel session 2A: Dr Riikka Hofmann (Education) <i>Facilitating change in inclusive pedagogic practice in higher education: The three ways of educational research</i>	Parallel session 2B: Elizabeth Tilley (University Libraries) <i>When the stars align: three case studies of how Cambridge libraries support inclusive student learning</i>
1.40-2.10	Guest Speaker: Dr Naomi Winstone, University of Surrey <i>From transmission to transformation: Maximising student engagement with feedback</i>	
2.10-2.50	Panel: <i>Formative Assessment & Feedback: What is working?</i> <ul style="list-style-type: none"> • Matt Kite (CUSU) <i>Feedback from students: Student academic representation</i> • Dr Ayesha Ahmed (Education) <i>Building formative assessment into a Masters' Programme</i> • Sofia Ropek Hewson (Graduate Union) <i>Feedback and power imbalances: Postgraduate student and supervisor relationship</i> • Dr Naomi Winstone (University of Surrey) 	
2.50-3.00	Closing address: Professor Graham Virgo	