

**PROGRAMME - The 2<sup>nd</sup> Annual STEM Teaching Conference taking place on 3<sup>rd</sup> March  
2021 online via MS Teams**

9.15 – 9.30	<b>Registration</b>		
9.30 - 9.40	<b>Welcome and introduction (<a href="#">Plenary Meeting Room</a>)</b> (Diane Butler, Associate Dean Academic Excellence and <b>Carlton Wood</b> Associate Dean, Student Experience, STEM)		
9.40 – 10.10	<b>Keynote (<a href="#">Plenary Meeting Room</a>)</b>  <b>Dr Winston Morgan</b> BSc, PhD, FHEA, Reader in Toxicology and Clinical Biochemistry, Director of Impact and Innovation, School of Health Sport and Bioscience, University of East London,  <i>Changing from the attainment gap to the awarding gap is an attempt to shift interventions away from fixing the students and their deficits; a strategy which has failed over the last 25 years, to fixing the tutor and their biases. Despite the change, many still struggle with how this can be achieved. To this end the presentation will show that making changes to the design and delivery of assessments and assessment practices will not change outcomes, primarily because they assume a student deficit. A more effective strategy would be to highlight the role and impact of tutor bias linked to racialised stereotypes. This is particularly important to the allocation of privileges to students which will enhance performance, the marking of assessments and who is accused of academic misconduct. Finally, the presentation will provide examples of how we can minimise or mitigate the impact of racialised bias on BAME student outcomes, particularly the awarding gap.</i>		
10.10 – 11.10	<b>Parallel Session 1 – Short oral presentations</b> Short oral presentations are part of a chaired session which includes a number of short presentations (15 - 20 minutes). <b>Questions that are not answered in the session can be followed up after the conference.</b>		
	<a href="#">(Meeting Room 1)</a>	<a href="#">(Meeting Room 2)</a>	<a href="#">(Meeting Room 3)</a>
10.10 – 10.30	<b>Introducing RoboLab: an integrated robot simulator and Jupyter notebook environment for teaching and learning basic robot programming</b> (Tony Hirst)	<b>Early Start Opportunity in S294: what has it achieved?</b> (Katja Rietdorf, Jane Loughlin)	<b>Teaching diversity competence to digital technology apprentices</b> (Clem Herman)
10.30 – 10.50	<b>Demonstration of the SK298/Open Science Lab interactive 3D brain model</b> (Nicola McIntyre, Katherine Leys, Geoff Austin, Brian Richardson)	<b>A pilot study of 2D augmented haptic drawing system for novice practitioners who were classified as blind and visually impaired.</b> (Lisa Bowers, Janet Van Der Linden, Simon Holland, Emilie Giles, Claudette Davis-Bonnick)	<b>Student views on TMA feedback</b> (Carol Calvert, Clare Morris)
10.50 -11.10	<b>Evaluation of game-based learning in a level 2 computing module.</b> (David Bowers)	<b>Proactive help for ill-prepared Level 3 students</b> (Louise MacBrayne, Fiona Moorman, Janet Haresnape)	<b>Sustaining a community of online learners - a case study from the Open University's MSc in Mathematics</b> (Ben Mestel)
11.10 – 11.20	<b>Break</b>		

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11.20-12.20	<b>Parallel Session 2 – Short oral presentations</b>		
	<a href="#"><u>(Meeting Room 1)</u></a>	<a href="#"><u>(Meeting Room 2)</u></a>	<a href="#"><u>(Meeting Room 3)</u></a>
11.20 – 11.40	<b>Towards qualification world</b> (Carol Calvert, Rachel Hilliam)	<b>Caps, quotas and standby lists: a guide to managing student waiting lists (and reducing your stress levels)</b> (Frances Chetwynd)	<b>A competency-based accreditation standard</b> (David Bowers)
11.40 – 12.00	<b>Adapting to the new normal: using teams to collaborate and co-work with students and associate lecturers</b> (Georgy Holden, Nicole Lotz, Derek Jones)	<b>MU123: 10 years and still nailing it!</b> (Sally Crighton, Gerry Golding, Andrew Potter, Katie Chicot)	<b>The impact of using OUAAnalyse on attainment gap in 3 STEM modules in 2019J</b> (Martin Hlosta, Vaclav Bayer, Miriam Fernandez, Christothea Herodotou)
12.00 – 12.20	<b>A collaborative framework for associate lecturers, to enhance student and tutor satisfaction.</b> (Marina Carter, Richard Mobbs)	<b>Sustainable student support: which half of the glass should we fill?</b> (Hayley Ryder, Toby O’Neil)	<b>A successful assessment strategy for times of Covid</b> (Janet Haresnape, Vicky Taylor, Hannah Gauci)
12.20 -1.00	<p><b>LUNCH and SWAY Presentations available <a href="http://stem.open.ac.uk/stem-teaching-2021">http://stem.open.ac.uk/stem-teaching-2021</a></b></p> <ol style="list-style-type: none"> <li><b>Student perceptions of online tutorials and forums in S294 and/or SK299</b> (Lorraine Waters &amp; Sarah Daniell)</li> <li><b>From Outbreak and Lockdown: Moving T885 Residential Weekends to Online Delivery</b> (Gareth Neighbour)</li> <li><b>OUAAnalyse as a mean for investigation of degree-awarding gap across ethnicities</b> (Vaclav Bayer)</li> <li><b>The impact of pre-module interventions on assessment performance in-module and module results</b> (Becca Whitehead, TR Wilks, H Fraser, R Hildago, C Small)</li> <li><b>Engaging new STEM associate lecturers with induction activities</b> (Janette Wallace &amp; Hannah Gauci)</li> </ol> <p><b><i>For any questions you may have on the Sway Presentations, please contact the authors directly.</i></b></p>		
1.00 – 1.45	<p><b>IGNITE Sessions (<a href="#"><u>Plenary Meeting Room</u></a>)</b> <i>5-minute presentations plus ‘Q and A’ at the end of all presentations)</i></p> <ol style="list-style-type: none"> <li><b>MST366: Playing around with game theory and recreational mathematics!</b> (Robert Brignall and Andrew Potter)</li> <li><b>The Mathematics MSc: the next 35 years!</b> (Ben Mestel)</li> <li><b>Interdisciplinarity: a wicked problem.</b> (John Baxter and John Butcher)</li> <li><b>Using past performance as a driver for the future.</b> (Paul Collier)</li> <li><b>Remote examinations for Mathematics and Statistics.</b> (Tim Lowe)</li> <li><b>A Future for Learning Outcomes?</b> (Tom Olney)</li> </ol>		

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1.45 – 2.45pm	<b>Parallel Session 3 – Short oral presentations</b>	
	<a href="#">(Meeting Room 1)</a>	<a href="#">(Meeting Room 2)</a>
1.45 – 2.05pm	<b>Evaluation of historical outcomes and a 2019J proactive campaign of support for Credit Transfer (CT) students studying at L3 in the School of Life, Health and Chemical sciences</b> (Eleanor Crabb, Jane Loughlin, Fiona Moorman, Angelika Fischenich, Jo Smythe)	<b>Producing a module outside the VLE</b> (Michel Wermelinger & Oli Howson)
2.05 – 2.25pm	<b>How do students and staff use the Mathematics and Statistics Study Site?</b> (Rachel Hilliam, Gaynor Arrowsmith, Derek Goldrei, Alexander Siddons, Cath Brown)	<b>Student support for Data Interpretation skills in S294</b> (Katja Rietdorf)
2.25 – 2.45pm	<b>Supporting students seamlessly through better communications between the Science Student Support Team and Associate Lecturers.</b> (Fiona J Aiken, Fiona Moorman, Gemma Warriner)	<b>The Mathematics Online Project: a reflection after 10 years</b> (Ben Mestel)
2.45 – 3.00pm	<b>Break</b>	
3.00 – 3.50pm	<p><b>Panel Discussion and Plenary (<a href="#">Plenary Meeting Room</a>)</b></p> <p>We are delighted to welcome our panel, drawn from a range of different universities and STEM disciplines to our annual STEM Teaching conference. Our discussion will focus on how other STEM practitioners and institutions have experienced the last year and how they feel their teaching practices may be permanently altered as a result of the pandemic and the switch to digital delivery of curriculum.</p> <p>The focus will be on the potential long-lasting implications for STEM Higher Education both in traditional and distance learning institutions.</p> <p>We will be joined by:</p> <ul style="list-style-type: none"> <li>• <b>Chair: Diane Butler</b>, Associate Dean Academic Excellence</li> <li>• <b>Dr Neil Williams</b>, Director of Undergraduate Studies, Faculty of Science, Engineering and Computing, Kingston University</li> <li>• <b>Professor Sally Smith</b> DBA, FBCS, PFHEA, Head of Graduate Apprenticeships and Skills Development, Edinburgh Napier University</li> <li>• <b>Dr Elinor Jones</b>, Associate Professor (Teaching), Department of Statistical Science, University College London</li> </ul>	
3.50 – 4.00pm	<b>Closing remarks and announcement of winners of the Student Prizes (<a href="#">Plenary Meeting Room</a>)</b> by Professor Nick Braithwaite, Executive Dean, STEM	