

# ROYAL HOLLOWAY --- CONNECT

Where practice and  
pedagogy meet

Learning and Teaching Conference Programme

8 July 2013

In association with:

Brooklands College



**Today's conference aims to disseminate evidence based, effective practice and to examine how this impacts your role as an educator, role model and influencer. The conference will explore the relationship between pedagogy and practice across the full range of post 16 and university study.**

We would like to take this opportunity to thank our sponsors for their support in helping to deliver today's conference: Brookland's College, Strode's College, The Sixth Form College Farnborough and Reading College.

### **Morning session**

In the morning, keynote speakers and academic specialist staff will introduce the conference theme, and challenge your thinking on how students really learn, as well as highlighting key challenges in the current landscape to explore and consider as the conference evolves.

### **Afternoon session**

During the afternoon, themed interactive workshops will be delivered covering:

- technology and learning and examples of real practice in classrooms
- getting to grips with subject related issues
- preparing learnings for university
- the innovative classroom

### **What you will get out of the day**

In addition to acquiring a wealth of new knowledge about teaching and learning methods and pedagogy across the FE and HE sector, you will also come away from today's conference with a good understanding of how to apply workshop topic concepts into your teaching methods to better engage, enthuse, inspire and guide your students. By networking with people from other schools and colleges you will also get an understanding of different perspectives on issues in both FE and HE whilst enjoying some refreshments.

We also hope that you will come away with a good understanding of Royal Holloway's admissions process and our portfolio of undergraduate programmes and how we can work together in strengthening a long lasting partnership.



# Workshop themes

## Technology and Learning

This strand is designed to showcase examples of how evolving technology can support learning in the classroom. Examples of workshops available through this strand include:

- Assignments via Google site
- Using Prezi to improve group work and independent learning
- Video support for Maths students via YouTube
- Using Web 2.0 tools to enhance teaching and learning
- E-learning 'Outreach' using Moodle: Academic Skills Support at a distance

## Preparing for University

This strand provides interesting workshops around how to prepare learners for university and support the research and application process. Examples of workshops available through this strand include:

- Managing the UCAS process from a College perspective
- What Mature and Access to HE Diploma Learners really want
- Using e-mentoring to support the transition to HE

## Getting to Grips with

This strand is designed to explore subject specific issues, and in particular how to relate broader topics and subject areas which learners may encounter in their future education to the current curriculum. Examples of workshops available through this strand include:

- Citizenship, participation and education
- The Extended Project Qualification
- Classical culture, Interdisciplinarity and Arts Curricula

## The innovative classroom

This strand explores innovative ways to inspire learners, deliver lessons and unlock learners' potential. Examples of workshops available through this strand include:

- Chesham Grammar School Learning
- What to observe in an 'outstanding' lesson
- How do you know students are learning and understanding?
- Helping students avoid plagiarism
- Using Prezi to improve group work and independent learning

# The full programme

Time		Location
9.30 - 10.00am	<b>Registration</b> Tea / coffee available	Windsor Building Foyer
10.00 - 10.10am	<b>Introduction and welcome</b> Professor Paul Layzell, Principal of Royal Holloway	Windsor Building Auditorium
10.10 - 11.00am	<b>Keynote Presentation</b> Phil Race, Independent Higher Education and Training Consultant Making learning happen: addressing how students really learn	Windsor Building Auditorium
11.00 - 11.25am	<b>Tea / coffee</b>	Windsor Building Foyer
11.25 - 11.55am	<b>Keynote Presentation</b> Bob O'Keefe, Vice Principal for External Engagement and Dean of the Faculty of Management & Economics, Royal Holloway The Future of Higher Education	Windsor Building Auditorium
11.55am - 12.45pm	<b>Specialist delivered workshop (1)</b>	
	<b>1 Using Prezi to promote group work and independent learning</b> Karen Griffiths, Strode's College	<b>1-02 First Floor</b>
	<b>2 CGSL: Chesham Grammar School Learning</b> Annmarie McNaney, Chesham Grammar School	<b>0-03 Ground Floor</b>
	<b>3 'Citizenship, participation and education'</b> Dr James Sloam, Royal Holloway	<b>0-04 Ground Floor</b>
	<b>4 I'm Only a D-Grade Student – Challenging Self-Belief</b> Vince Scannella, The Sixth Form College Farnborough	<b>1-05 First Floor</b>
	<b>5 Video Support for Maths Students Via YouTube</b> Andrew Mason, The Sixth Form College Farnborough	<b>PC Lab 5</b>
	<b>6 E-Learning 'Outreach' using moodle</b> Tom Windle, Royal Holloway	<b>PC Lab 4</b>
	<b>7 The Extended Project Qualification</b> Duncan Bunce, Strode's College	<b>1-04 First Floor</b>
	<b>8 What to observe in an 'outstanding' lesson</b> Jon Marks, The Sixth Form College Farnborough	<b>0-02 Ground Floor</b>
See workshop lists and sign-up sheets for more information.		
12.45 - 1.30pm	<b>Lunch</b> Optional campus tours and picture gallery viewings. Please report to the registration desk at 1pm if you are interested in taking either of these options.	Windsor Building Foyer
1.30 - 1.40pm	<b>Launch of Royal Holloway Schools and College Partnership</b>	Windsor Building Auditorium

Time		Location
1.40 - 2.30pm	Specialist delivered workshop (2)	
	<b>1 Using e-mentoring to support the transition to Higher Education</b> Laura Mangan Brightside Trust	0-03 Ground Floor
	<b>2 How do you know students are learning and understanding?</b> Rebecca Rhodes, The Sixth Form College Farnborough	1-03 First Floor
	<b>3 Managing the UCAS process from a College perspective</b> Helen Diffenthal, The Sixth Form College Farnborough	1-05 First Floor
	<b>4 The Extended Project Qualification</b> Duncan Bunce, Strode's College	1-04 First Floor
	<b>5 Assignments via Google site</b> James Kieft, Reading College	0-04 Ground Floor
	<b>6 What to observe in an 'outstanding' lesson</b> Jon Marks, The Sixth Form College Farnborough	0-02 Ground Floor
	<b>7 Using Prezi to promote group work and independent learning</b> Karen Griffiths, Strode's College	1-02 First Floor
	<b>8 Using Web 2.0 tools to enhance teaching and learning</b> Simon Reigh, The Sixth Form College Farnborough	PC Lab 5
	See workshop lists and sign-up sheets for more information.	
2.30 - 2.55pm	Tea / coffee	Windsor Building Foyer
2.55 - 3.45pm	Specialist delivered workshops (3)	
	<b>1 Accessing HE – what Mature and Access to HE Diploma learners really want</b> Graeme Hall & Hazel McNeill, The West London Fair Access Network	1-04 First Floor
	<b>2 Assignments via Google site</b> James Kieft, Reading College	0-04 Ground Floor
	<b>3 Classical culture, interdisciplinarity &amp; Arts curricula</b> Richard Hawley, Royal Holloway	1-02 First Floor
	<b>4 E-Learning 'Outreach' using moodle</b> Tom Windle, Royal Holloway	PC Lab 4
	<b>5 Helping Students To Avoid Plagiarism</b> Pete Hinton, Brooklands College	0-02 Ground Floor
	<b>6 How do you know students are learning and understanding?</b> Rebecca Rhodes, The Sixth Form College Farnborough	1-03 First Floor
	<b>7 Managing the UCAS process from a College perspective</b> Helen Diffenthal, The Sixth Form College Farnborough	1-05 First Floor
	<b>8 Using Web 2.0 tools to enhance teaching and learning</b> Simon Reigh, The Sixth Form College Farnborough	PC Lab 5
	<b>8 CGSL: Chesham Grammar School Learning</b> Annmarie McNaney, Chesham Grammar School	0-03 Ground Floor
See workshop lists and sign-up sheets for more information.		
3.45-4.00pm	<b>Plenary</b> Rosemary Deem, Vice-Principal (Education) and Professor of Higher Education Management	Windsor Building Auditorium
4.00pm	Conference closes and depart	

# Workshops

**Workshop theme:**  
**Getting to Grips with**

## **Citizenship, participation and education**

Dr James Sloam, Senior Lecturer in Politics | Royal Holloway

### **Purpose**

To engage with politics, citizenship, Personal Social Health and Economic Education (PSHE) teachers in the areas of citizenship, political engagement and citizenship education.

### **Synopsis**

This workshop will discuss the results of recent research on citizenship and the political participation of young people in Britain, Europe and the United States. In particular, it will look at the role of education for fostering democratic engagement amongst young people.

**Workshop theme:**  
**Getting to Grips with**

## **The Extended Project Qualification**

Duncan Bunce, Head of Extension Studies & EPQ Coordinator | Strode's College

### **Purpose**

Understanding the nature of the Extended Project Qualification and the benefits and challenges it poses.

### **Synopsis**

The workshop will give an overview of the Extended Project Qualification course including:

- benefits of the course and qualification to the learner
- structure/model for centre delivery
- example learner projects
- useful resources

The session will then be covered by a question and answer session.

**Workshop theme:**  
**Technology and Learning: the innovative classroom**

## **Using Prezi to promote group work and independent learning**

Karen Griffiths, Head of English | Strode's College

### **Purpose**

This web application is more than just an engaging presentation tool. It offers teachers the opportunity to encourage students to work remotely but also collaboratively.

### **Synopsis**

A brief introduction to some of the possibilities of using this free web application in a classroom. The workshop will answer the following:

- what is Prezi?
- how does it make classroom presentations more engaging?
- how can we use Prezi to encourage meaningful group work, remote collaboration and independent learning?

**Workshop theme:**  
**Preparing for University**

## **Managing the UCAS process from a College perspective**

Helen Diffenthal, Assistant Principal (Advice & Guidance) | The Sixth Form College Farnborough

### **Purpose**

To help you find practical solutions to guide your students through the UCAS application process.

### **Synopsis**

This workshop offers practical solutions to managing the UCAS cycle across years 12 and 13 and will give advice on:

- how, and when, to raise awareness of the application process with students and their parents
- writing personal statements and gathering reference material
- sensible and realistic applications
- Confirmation and Clearing

**Workshop theme:**  
**Preparing for University**

## **Accessing HE: what Mature and Access to HE Diploma Learners really want**

Graeme Hall, Director and Hazel McNeill, Project Manager | The West London Fair Access Network

### **Purpose**

Increasing the numbers and broadening the background of applicants to HE, particularly those from under-represented groups or those with non-conventional qualifications.

### **Workshop synopsis**

The results from two separate research projects into the experiences and needs of Mature Learners and Access to HE Diploma Learners studying at Royal Holloway and Kingston Universities will be presented, conclusions drawn and appropriate action suggested.

Workshop participants will be invited to discuss the results, share their experiences and comment on the possible ways of improving the success rate of these groups.

**Workshop theme:**  
**Technology and Learning**

## **Assignments via Google site**

James Kieft, E-learning and Resources Manager | Reading College

### **Purpose**

Showcase the opportunities for using Google sites as a platform for collaborative working and assessment.

### **Synopsis**

An example case study will be given highlighting how Google sites have worked in practice, from both student and staff perspectives.

Workshop theme:  
Preparing for University

## Using e-mentoring to support the transition to HE

Laura Mangan, Head of Projects | Brightside

### Purpose

The transition from school to FE or HE can be a difficult time for students, and it is important that young people feel well supported during this period. E-mentoring can provide a structured and accessible source of information and guidance to help students to prepare for the challenges that this transition is likely to present. This opportunity enables students to be mentored by a current university undergraduate with recent experience of making this transition themselves.

### Synopsis

In this workshop we will explore the issues that students face during the transition from school to FE or HE, and look at key concerns from the point of view of both students themselves and HE institutions. We'll then examine the ways in which e-mentoring programmes can support students to feel adequately prepared to progress and to make informed choices about their future options.

Workshop theme:  
The innovative classroom

## What to observe in an 'outstanding' lesson

Jon Marks, Assistant Principal (Quality) | The Sixth Form College Farnborough

### Purpose

A new Ofsted Common Inspection Framework has been in place since September 2012, placing a very strong emphasis on raising standards in teaching, learning and assessment. As teachers, we should aspire to be outstanding but what is it that Ofsted would consider to be exemplary classroom practice? This short session will make some helpful suggestions and open up discussion to share ideas.

### Synopsis

Satisfactory teaching no longer exists. If a lesson is not at least 'good', by definition it is not good enough! So, in an outstanding college such as ours, what might be the key ingredients of a lesson that both we and Ofsted would consider 'outstanding'? In this session we will explore some of these ingredients and discuss their implications. Time permitting we will consider some practical ways in which we might implement some of them in our own teaching practice.

Workshop theme:  
Technology and Learning

## Video support for Maths students via YouTube

Andrew Mason, Senior Curriculum Manager (Mathematics) | The Sixth Form College Farnborough

### Purpose

How to support students to make progress with mathematics through video support.

### Synopsis

The workshop will give a brief explanation of the work that has been done at The Sixth Form College Farnborough using videos to support students' progress. The session will then be followed by an opportunity to make your own video.

Workshop theme:  
The innovative classroom

## How do you know students are learning and understanding?

Rebecca Rhodes, Director of Faculty | The Sixth Form College Farnborough

### Purpose

Flipping the classroom is one effective way in which to really assess student understanding. Encouraging independence in learning is vital so that lessons can centre on assessing understanding rather than being dedicated to teaching content.

### Synopsis

This workshop will provide examples and strategies, advice and hurdles for any teacher who would like to break from tradition and flip how they teach. By getting students to learn the content at home, lessons can focus on the areas that students find challenging and give them time to practice and consolidate, check and assess.

Workshop theme:  
The innovative classroom

## I'm only a D grade student: challenging self-belief

Vince Scannellann, Deputy Principal (Curriculum and Innovation) | The Sixth Form College Farnborough

### Purpose

This session is aimed at improving relationships with students; their motivation to achieve; and their capacity to retain and apply information.

### Synopsis

The workshop is based on an intensive application of a variety of practical, replicable strategies and techniques. As part of the College's Action Research programme the approach outlined in this presentation was trialed on the presenter's A2 Biology group (module BY4 with WJEC) from September 2011 to January 2012 at which point they sat the module exam.

**Workshop theme:**  
**Technology and Learning**

## **E-Learning 'Outreach' Using Moodle: Academic Skills Support at a Distance**

Tom Windle, Programme Development Manager (Transnational Education), Royal Holloway International

### **Purpose**

Royal Holloway International is about to launch an 'Outreach' instance of the Moodle Virtual Learning environment. This will be used to offer English language and Academic Skills support to international students before they arrive on campus. The workshop will focus on challenges faced during the design and implementation of this project and also open out to cover E-learning pedagogy and outreach activity more generally.

### **Synopsis**

The workshop will start with a brief presentation of the new Open Moodle site and then a focus on two self-study activities. Practical tips will be covered on using Moodle or other VLEs to provide autonomous self-directed learning opportunities for students off-campus. There will be a chance for attendees to build a quick activity or guided discussion on issues surrounding this type of pedagogy.

**Workshop theme:**  
**Technology and Learning**

## **Using Web 2.0 tools to enhance teaching and learning**

Simon Reigh, Director of Faculty and Teacher of Philosophy | The Sixth Form College Farnborough

### **Purpose**

To demonstrate to participants that the use of Web 2.0 tools in the classroom can enhance the learning experience of students, and help to move teaching towards a more student centred approach.

### **Synopsis**

Web 2.0 tools are web applications that allow users to interact with the site and each other by adding or updating the content (e.g. blogs, GoogleDocs, etc). This session will introduce you to a range of FREE web 2.0 tools such as Tumblr, Padlet, Prezi, Quizlet, Toondo, Propofs, Glogster, Dipity and more and show how these can be used to maximise student involvement in the learning process.

**Workshop theme:**  
**The innovative classroom**

## **Chesham Grammar School Learning**

Annmarie McNaney, Deputy Headteacher | Chesham Grammar School

### **Purpose**

Chesham Grammar School has a large Sixth Form with almost all students embarking on undergraduate studies at the end of Year 13. They leave with excellent examination results but we know that we need to do much more than simply impart knowledge if we are to prepare them for the challenges of life beyond CGS; we need to ensure that our successful students are also effective learners.

### **Synopsis**

The workshop will outline the evolution, development and key features of CGSL. We will look at ways in which we have developed our own distinctive approach to learning over the past five years, focused on ensuring that we have:

- a clear understanding of what it means to develop independent learners
- a shared language of learning
- a peer observation culture which is developmental for staff
- students who have the skills to be able to tackle challenges and problems head-on and who see failure as an integral part of the learning process, not something they should fear.

**Workshop theme:**  
**The innovative classroom**

## **Helping students avoid plagiarism**

Pete Hinton, Curriculum Leader, Access to HE | Brookland's College

### **Purpose**

Students use 'cut and paste' techniques throughout their school life and come unstuck at university level. Universities now demand that anti-plagiarism techniques are embedded in students upon arrival and will cover:

### **Synopsis**

This workshop will discuss best practice addressing the difficulties students face with avoiding plagiarism:

- how to prepare within research
- identifying when to reference
- the mechanics of citation & referencing using the Harvard method.

**Workshop theme:**  
**Getting to Grips with**

## **Classical Culture, Interdisciplinarity and Arts Curricula**

Richard Hawley, Senior Lecturer in Greek Literature, Roya Holloway

### **Purpose**

So many learners who excel in one Arts subject have a love or aptitude for other Arts subjects. How many of you know someone who can't choose between History or English as a subject for further study, or have excellent language skills which are apparent in their study of not just English but other languages?

### **Synopsis**

This session will explore the links between the study of classical culture at university level, its many relationships to other Arts subjects, and its ultimate employability, and discuss how you can help your learners, of whatever age or background, to engage with interdisciplinary learning in their pre-university curricula to enhance their overall attainment.



# Biographies

## **Phil Race, Independent Higher Education and Training Consultant**

Phil leads highly interactive workshops (and keynotes) on assessment, learning and teaching in HE and FE and publishes widely on these topics. His passion is about 'making learning happen', in an approachable way.

Phil started his career as a scientist, but gradually became an educational developer. He continues to spend much of his time running workshops for teaching staff in universities and colleges across the UK and beyond.

In 2007 Phil was awarded a National Teaching Fellowship by the Higher Education Academy, and the status of 'Senior Fellow' of the Academy, and 'Principal Fellow' from 2012. He retired from working part-time at Leeds Met in 2010, but remained a Visiting Professor at Plymouth University, who awarded him an Honorary Doctorate in Education in 2012.

## **Bob O'Keefe, Vice Principal for External Engagement and Dean of the Faculty of Management & Economics, Royal Holloway**

Bob, who joined Royal Holloway in January 2012, is also a Visiting Professor of Information Management at the University of Sydney, and from 2002 through 2010 he was Head of School then Dean of the Faculty of Management & Law at the University of Surrey. He was previously Professor of Information Management at Brunel University, and an associate of Henley Management College. He has also held positions at the University of Kent, Virginia Tech, USA and Rensselaer Polytechnic Institute, USA. Prior to all this he was the first graduate from Lancaster University in (what is now called) the B.Sc. in Computer Business Modelling and completed a PhD in Operational Research at the University of Southampton.

Bob's PhD was an early contribution to visual interactive simulation and interactive model building. His subsequent interests have been very diverse, but always at the intersection of modelling, decision support and the application of Information Technology. In the US, he worked on a NSF funded project on the process of modelling, and was part of a team that developed a method for assessing the operational quality of a SME. His present research and consulting interests are in the use of the Internet to support customer and consumer decision making.

## **Dr James Sloam, Senior Lecturer in Politics | Royal Holloway**

James Sloam is Senior Lecturer in Politics at Royal Holloway, where he is also co-director of the Centre for European Politics. His recent research has focused on the civic and political engagement of young people in Europe and the United States. James guest-edited a special issue of *Parliamentary Affairs* on 'Youth, Citizenship and Politics' in 2012, and has more recently published work on the changing nature of youth participation in *Comparative Political Studies* (2012) and *West European Politics* (2013). He is also the co-convenor of the Political Studies Association specialist group on young people's politics.

## **Duncan Bunce, Head of Extension Studies & EPQ Coordinator | Strode's College**

Duncan Bruce is a former Strode's student, and has taught at the College for nearly seven years. He is responsible for managing a team of 15 supervisors and over 260 learners on the Extended Project Qualification. He is a Law & Citizenship teacher and Tutor, previously spending time as the College's Mentoring Coordinator.

## **James Kieft, E-learning and Resources Manager | Reading College**

James has been in his current post since August 2011. The role involves the managing and development of the College's Moodle, Google Apps accounts, e-ILP system and overseeing of the Staff iPads and laptops along with identifying ways in which these can be used to improve teaching and learning.

## **Helen Diffenthal, Assistant Principal (Advice & Guidance) | The Sixth Form College Farnborough**

Helen has a degree in Modern Languages and has lived and worked in France, Spain and Belgium. She joined one of the biggest Sixth Form Colleges in the country in 1990, firstly as a teacher of Modern Languages, and became actively involved in student support and careers guidance as a Personal Tutor in 1996. Since 2004 she has had overall responsibility for all HE issues, the UCAS process and links with HE institutions. On issues relating to HE she leads a team of 27 Personal Tutors, overseeing over 1200 UCAS applications annually as well as managing all careers information, advice and guidance both for students, ex-students and their parents. Helen is actively involved in liaison with Admissions departments at several universities and is a member of the *UCAS Schools Advisory Group for the maintained sector*.

## **Graeme Hall, Director | The West London Fair Access Network**

Initially an apprentice motor mechanic and an FE Teacher, Graeme held a number of senior positions in FE before becoming Director of UK Skills and the UK's Technical Delegate to World Skills.

As Director of the West London Lifelong learning Network and latterly the Fair Access Network at Royal Holloway, Graeme's work has been concerned with increasing the number and success of under-represented groups entering and progressing through HE.

## **Hazel McNeill, Project Manager | The West London Fair Access Network**

Hazel has been working in partnership with a number of London-based FE Colleges and HE Institutions since 2006 when she joined the South London Lifelong Learning Network as a Sector Manager. Previously she worked for IBM UK Ltd. in both Human Resources Outsourcing and Graduate Recruitment.

Since 2006, she has worked as a project manager on a large number of multi partner led projects and staff development training programmes. Hazel has brought FE and HE partners together to work collaboratively to overcome barriers and issues surrounding the progression of non-traditional learners into HE.

## **Karen Griffiths, Head of English | Strode's College**

An English teacher of 20 years, Karen has taught in a range of environments including secondary schools, pupil referral units and now sixth form. Karen has also provided Literacy consultancy for local primary schools and is an advanced skills governor for Surrey.

# Biographies

## **Laura Mangan, Head of Projects | Brightside**

Laura Mangan is the Head of Projects at Brightside, an online mentoring charity that works closely with HE partners to deliver quality mentoring projects which support young people into education and enhance the student experience. Previously her roles have included direct delivery of outreach initiatives through third sector organisations, local authorities and universities and central project management of multi-institutional widening access projects.

## **Andrew Mason, Senior Curriculum Manager (Mathematics) | The Sixth Form College Farnborough**

Andrew is Senior Curriculum Manager for Maths at The Sixth Form College Farnborough. He has created an imaginative and support mathematics department, where all good ideas grow. He equally relishes the mathematical challenge. (Find all the possible dimensions of a cuboid, where surface area equals volume).

## **Jon Marks, Assistant Principal (Quality) | The Sixth Form College Farnborough**

Jon Marks is responsible for Quality Improvement and leads on the lesson observation schedule for the College and trains teaching staff in lesson observation. He ensures that staff understand what it is Ofsted look for in 'outstanding' lessons.

In 2010 Jon introduced a 'live self-assessment model', inspired by former HMI, Tony Davis. The approach, based on early interventions and volatile indicators has revolutionised the way all teaching staff at the College engage with students in order for them to reach their full potential.

Jon is also Chair of, and Local Adviser to The External Quality Review Group, which comprises colleges from Hampshire, Sussex, Berkshire and Surrey. The EQR scheme undertakes inter-college reviews of curriculum and cross-college areas, advising on curriculum development and best practice in teaching and learning.

Jon has 31 years' experience in post-16 education, having previously worked at The Isle College Wisbech, and South Downs College in Hampshire. At Farnborough Jon was responsible for leading the first trial, in partnership with the Assessment and Qualifications Alliance, (AQA) before implementing The Extended Project Qualification and the AQA Baccalaureate.

## **Rebecca Rhodes, Director of Faculty | The Sixth Form College Farnborough**

Rebecca has been teaching at Farnborough Sixth Form College for nine years. She began as a psychology tutor, then Assistant Director of Teaching and Learning and is now a Director of Faculty.

## **Simon Reigh, Director of Faculty and teacher of Philosophy | The Sixth Form College Farnborough.**

Simon Reigh has become an innovative practitioner in utilising Web 2.0 technologies at the college to enhance teaching and learning.

## **Vince Scannellann, Deputy Principal (Curriculum and Innovation) | The Sixth Form College Farnborough**

Vince was former Head of Biology and now Deputy Principal (Curriculum and Innovation) at The Sixth Form College Farnborough. Vince taught previously at Spelthorne and Esher sixth form colleges respectively. He is interested in all aspects of teaching and learning but particularly in how emotions can be managed to improve learning.

## **Pete Hinton, Curriculum Leader, Access to HE | Brookland's College**

Pete teaches Academic Skills on the Access to HE Diploma programme at Brookland's College. He has previously taught Academic English on the University Foundation Programme for Royal Holloway international students.

## **Annmarie McNaney, Deputy Headteacher | Chesham Grammar School**

Annmarie is responsible for Learning and Teaching across Chesham Grammar School. Over the last five years, Annmarie has led the drive within the school to develop 'CGS Learning', a whole school approach which moves way beyond a narrow focus on attainment and seeks to develop students who are resourceful, resilient and confident learners with the skills to learn effectively both independently and corroboratively.

## **Tom Windle, Programme Development Manager (Transnational Education), Royal Holloway International**

Tom joined Royal Holloway International in 2010. His role involves development of new TNE programmes and overseas partnerships. He originally joined the department as an English Tutor, teaching on Royal Holloway International programmes, including Pre-Sessionals and Pre-Masters, as well as co-authoring the International Foundation Programme. Tom has also worked in Japan for 6 years and was Academic Manager at a language college attached to a major educational agent. He has also taught English at Reading University and worked as a freelance writer and editor of English language materials.

## **Richard Hawley, Senior Lecturer in Greek Literature, Royal Holloway**

From his doctorate on women's speech, status and stereotype in Greek drama, Richard's interest in the construction, depiction, and manipulation of aspects of identity in the Greco-Roman world has evolved to embrace wider attitudes towards both masculine and feminine genders, ethnicity, professional roles, and citizenship; areas that he has published extensively. Richard also teaches both undergraduate and postgraduate courses.

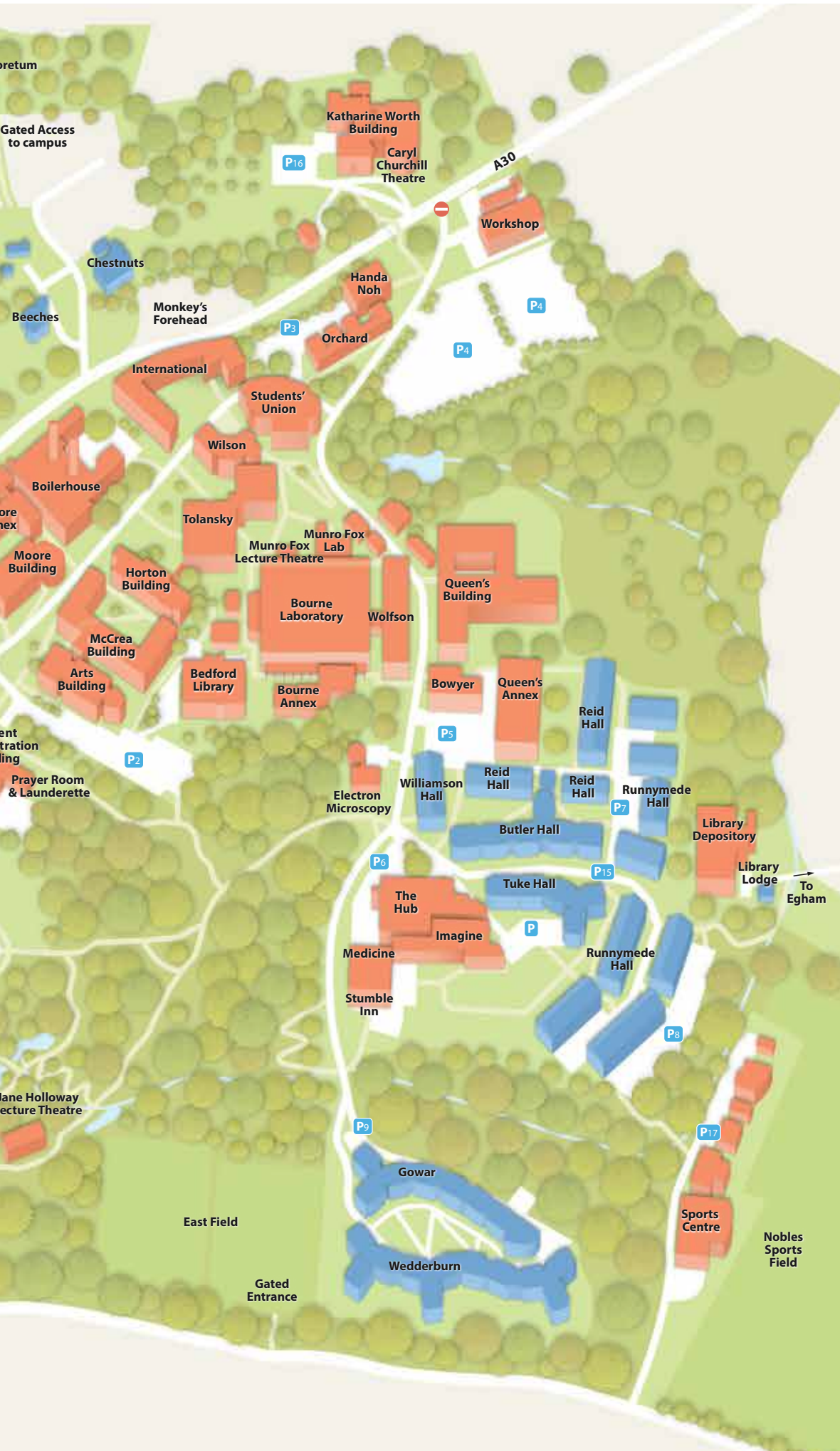
Parallel with this, Richard studies the role of rhetoric across many literary genres (drama, historiography, poetry, educational theory, ancient literary criticism), with a focus on epideictic rhetoric (e.g. Gorgias, Isocrates, Lucian, Dio Chrysostom, the Second Sophistic, Libanius and Themistius). Richard also has a deep interest in the reception of the classical world, in fields such as cinema, music, design, and other aspects of popular culture, and in the history of classical education.

## **Professor Rosemary Deem, Vice-Principal (Education) and Professor of Higher Education Management, Royal Holloway**

Rosemary Deem was previously Dean of History and Social Sciences. Before joining Royal Holloway in 2009, she was Professor of Education at Bristol University. An Academician of the Academy of Social Sciences, Professor Deem is a sociologist who has also worked at Lancaster & the Open Universities and North Staffordshire Polytechnic. Her research interests include higher education policy, management, leadership and governance, public sector organisations and equality in educational settings. Her Vice-Principal responsibilities include teaching, learning and assessment strategy/policy and quality assurance for undergraduate and postgraduate programmes.

# Campus map





## Join the Conversation: #RHULCONNECT13

As a conference exploring learning innovation we thought it only right we utilise twitter to enhance our learning from today's conference. For this to work it requires your participation. So if you are a tweeter, we hope you have already been tweeting our hashtag #rhulconnect13 and telling us what you hope to get out of the conference. We ask that during the conference you tweet as much as possible and use the hashtag.

### What to tweet about:

- Tweet inspiring quotes from the keynote speeches; anything that catches your imagination.
- In each of your workshop sessions we would like you to tweet one key learning point
- Finally we like you to tweet about new discoveries and surprises from the conference, so tweet "I didn't think I would learn..... today!# rhulconnect13"

We will be using your tweets throughout the day, via displays in the Windsor Building main foyer and also for the conference plenary session.

## About Royal Holloway Connect

Royal Holloway Connect is a service which aims to ensure that Royal Holloway and its partnership schools and colleges receive maximum benefit from their relationship with each other. It is an opportunity for your school or college to have a formal partnership with Royal Holloway.

If you are interested in becoming a member of Royal Holloway Connect please request a membership information pack by completing the form at [royalholloway.ac.uk/connectform](http://royalholloway.ac.uk/connectform)

+44 (0)1784 443997

[connect@royalholloway.ac.uk](mailto:connect@royalholloway.ac.uk)

[royalholloway.ac.uk/connect](http://royalholloway.ac.uk/connect)



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