



23rd Annual SEDA Conference 2018

**Supporting staff to meet increasing challenges in Higher and
Further Education**

15th – 16th November 2018

Macdonald Burlington Hotel, Birmingham

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Conference Programme

Day One: Thursday 15th November 2018

- 09.15 – 09.45** **Registration and tea and coffee (Horton Foyer/Bar)**
- 09.45 – 09.50** **Welcome and Introductions (Horton A)**
- 09.50 – 10.10** **View from SEDA (Horton A)**
- 10.10 – 11.00** **Keynote Address (Horton A)**
Developers in a time of challenge and uncertainty
Julie Hall, Professor of Higher Education and Deputy Vice Chancellor, Solent University Southampton
- 11.00 – 11.25** **Break (Horton Bar)**
- 11.00 – 11.25** **New to SEDA? Come and find out more (Dining Room)**
Jo Peat and Clara Davies (SEDA Co-Chairs)
- 11.25 – 12.10** **Parallel Session 1**
- 1. Learning from Academic Conferences**
Celia Popovic and Sue Beckingham
- An exploration of the parallels between learning in the classroom and learning at academic conferences, critiquing the teacher/presenter centred style favoured at conferences, when as a profession we advocate for student centred approaches in the classroom.*
- Room: Sapphire Suite**
- 2. Taking back 'space': writing the manifesto**
Judith Broadbent, Clare Gormley, Jo Peat
- This session will explore initiatives to create space for staff to come together, share, discuss, support and thrive. Through sharing experiences we will consider strategies that can be pursued to foster collegial and institutional support for a range of L&T development activities.*
- Room: Dining Room**
- 3. Supporting staff to meet current and future challenges around inclusive curriculum design and leadership**
Sarah Wilson-Medhurst
- Using a framework and associated benchmarking tool, this session will support colleagues in benchmarking and 'calibrating' their own/others' practice in relation to diversity and inclusion.*
- Room: Opal Suite**
- 4. What triggers students' interest during first year university lectures?**
Sarah Fong, Kathleen M. Quinlan
- Given that lectures remain ubiquitous despite decades of criticism, the research reported here uses interest theory (Renninger & Hidi, 2015) to examine what features of lectures successfully trigger students' interest.*
- Room: Drummond Suite**

5. Meeting the challenge of teaching online

Lindsey Watkin, Esther Jubb

Teaching online distance learning students is becoming more common; how do you support staff to develop the appropriate skills and strategies to meet the needs of these learners?

Room: Diamond Suite

6. Challenges, 'fit' and impact: online/blended CPD provision for staff international partner staff

Sally Alsford, Martin Compton, Hannelie du Plessis-Walker, Alice Lau

Exploration of tensions and opportunities afforded by provision of CPD for transnational partner staff, working in online/blended PGCertHE/PGCAP programmes across very different cultural milieus.

Room: Emerald Suite

7. Implementing a principled, strategic and enhancement-led institutional approach to programme curriculum development

John Dermo, Amina Helal, Calum Thomson, Sean Walton

This session provides a reflective, critical account of a 2017-8 institutional curriculum enhancement initiative at the University of Salford in which every university programme was benchmarked against a set of curriculum design principles and programme teams engaged with developmental workshops - the emphasis of the session is on drawing out key lessons learned, allowing participants to discuss the outcomes and apply these to their own context.

Room: Horton A

12.15 – 13.00 Parallel Session 2

8. Let's have a CHAT about curriculum design: using cultural historical activity theory to analyse the process

Tony Burke

This discussion paper will focus on emerging themes from a research study that uses cultural-historical activity theory (CHAT) as a framework to investigate curriculum design.

Room: Sapphire Suite

9. Exploring the value of taught programmes for teaching in higher education

John Bostock, Rachel Forsyth, Peter Gossman, Claire Moscrop, Steven Powell, Jayne Tidd

This session presents researcher experiences of a cross-institutional research project (four universities) that identified the value that HE teaching staff take from their professional development on their PGCTHE programmes.

Room: Dining Room

10. Observation of teaching and learning (OTL) and peer review for professional learning: double down or deviance?

Martin Compton

The experiences of being observed from the perspective of new academic staff and case studies of divergent approaches to OTL/peer review can inform how we perceive, promote and conceptualise observation-based strategies for both quality assurance and quality enhancement.

Room: Horton A

11. Learning from 'Student Evaluation of Teaching'

Mike Cook

Teaching staff are under increasing pressure to gain positive student feedback (Exley and Dennick, 2009). This paper takes an overview of the written comments of students at the University of Nottingham to see what we can learn from their feedback.

Room: Opal Suite

12. It's Alive: Operationalising the Academic Professional Standard

Sandy Cope

The innovation undertaken and the challenges met when launching an apprenticeship for academic colleagues.

Room: Emerald Suite

13. Motivations, outcomes and implications of structured professional development for academic developers - a collaborative approach

Mary Fitzpatrick, Fiona O'Riordan, Claire McAvinia, Íde O'Sullivan, Angelica Rísquez, Margaret Keane

This session will explore the experience of collaborative engagement in completing a PACT (commitment to PD) digital badge in the context of a recently established National Professional Development Framework in Higher Education in Ireland.

Room: Diamond Suite

14. Take one step - a regional approach to raising digital literacy across Higher Education

Angelica Rísquez

This session will present the design, implementation and evaluation of a regional campaign aimed to raise the digital skills of teachers, in the context of the National Digital Skills Framework in Higher Education in Ireland.

Room: Drummond Suite

13.00 – 13.50 Lunch (Horton B&C)

13.50 – 15.20 Parallel Session 3

15. Supporting effective programme leadership in Higher Education: a National perspective

Rowena Senior, Will Bowen-Jones, Juliet Eve, Rachel Forsyth, Susan Moron-Garcia, Stephen Powell

This workshop will directly show how we can more effectively support programme leaders to meet the increasing challenges of Higher Education.

Room: Horton A

16. Navigating perspectives on staff development - or 'Who are we (as educational developers) and what are we doing?'

Sarah Edwards, Sarah King

The session will look at the role of educational developers in a rapidly changing sector. Whilst considering the different perspectives of the stakeholders that educational developers work with, it will explore how staff development might be sensitively carried out, whilst delivering impact.

Room: Dining Room

17. ATLAS: A Model for Mapping to a Professional Development Framework in Ireland
Nuala Harding, Mary Fenton, Moira Maguire, Deirdre McClay, Gina Noonan, Catherine O'Donoghue

This workshop will interrogate how current accredited teaching and learning programme provision in Irish Institutes of Higher Education maps onto a recently developed National Professional Development Framework.

Room: Emerald Suite

18. Curriculum as counter-narrative: co-constructing a framework for 'personal knowing'
Tansy Jessop, Claire Saunders

This session explores the challenges of co-constructing an institutional curriculum framework which resists neoliberal discourses yet delivers on the promise of a good education.

Room: Opal Suite

19. Making the 'right' choices of digital tools to support our educational practices: issues and strategies
Sarah Chesney, Peter Hartley

This session will question our individual and collective decision-making about the ethically-defensible use of digital technologies in our practice, and enable delegates to apply more critical perspectives and approaches to their own context.

Room: Drummond Suite

20a. #ProjectFeedback: Strategies for encouraging greater engagement with feedback
Isobel Gowers

Using the case study of #ProjectFeedback at Writtle University College this session will explore how we can help support staff in helping students to get the most out of their feedback.

AND

20b. Making Assessment work
John Bostock, Dawne Bell, Claire Moscrop

The workshop encompasses mainly the conference theme of course/programme assessment and feedback strategies but certainly has significance with programme and module design.

Room: Diamond Suite

21a. "You can't learn to swim by watching YouTube." Developing staff digital capability through immersive online learning
Jonathan Rhodes, Elora Marston, Gemma Witton

This session shares our experiences of designing, teaching and evaluating two SEDA validated courses at the University of Wolverhampton, that promote the value and integrity inherent in participants immersing themselves in an online digital learning environment.

AND

21b. Challenges in supporting staff to make the best use of technology enhanced learning
Julie Voce

To reflect on the results of the 2018 UCISA Technology Enhanced Learning survey and the challenges faced in the adoption and support of technology in Higher Education.

Room: Sapphire Suite

15.20 – 15.40 Break (Horton Bar)

15.45 – 16.45 **Keynote Address (Horton A)**
SEDA at 25 - a time to party and plan for the next twenty-five
Pauline Kneale, Pro Vice-Chancellor, Teaching and Learning, PedRIO & Educational Development, Plymouth University

16.45 – 17.30 **Networking**

Getting Published with SEDA

James Wisdom (Chair, Educational Developments Magazine Editorial Committee)

Room: Emerald Suite

Writing for Innovations in Education and Teaching International (IETI)

Bland Tomkinson

Room: Sapphire Suite

Educational Development Initiative of the Year: poster session for shortlisted applicants

Room: Horton Foyer/Bar

Mindfulness@SEDA

Ruth Pilkington

Room: Diamond Suite

19.00 **Drinks Reception (Horton Bar)** to include the launch of the e-book *Early Career Academics' Reflections on Learning to Teach in Central Europe*

19.30 **Dinner (Horton B&C)**

Day Two: Friday 16th November 2018

- 09.00 – 09.20 Registration and tea & coffee (Horton Bar)
- 09.20 – 09.25 Welcome to Day 2 (Horton A)
- 09.25 – 10.20 Educational Development Initiative of the Year: presentations from shortlisted applicants (Horton A)
Kingston University, Hilary Wason - Embedding critical thinking in curricula using a collaborative learning, teaching and assessment approach
Leicester College, Gail Hall - The Scholarship Project: Enhancing Scholarship in College Higher Education
Manchester Metropolitan University, Stephen Powell - Creativity for Learning in Higher Education (#creativeHE)
University of Surrey, Naomi Winston and Emma Medland - The Feedback Engagement and Tracking System (FEATS)

10.20 – 10.45 Break (Horton Bar)

10.45 – 12.15 Parallel Session 4

22. Re-examining ways of assessing reflectiveness. Lessons learnt from a collaborative Erasmus+ project

Gabriela Pleschová, Agnes Simon

Drawing from existing research on reflective learning, reflective teaching and conceptual change of teaching, this session will invite participants to review methods used for evaluating reflectiveness of higher education teachers and to contribute towards designing a model for evaluating reflective teaching.

Room: Opal Suite

23. Values, emotions and professionalism: an educational humanities approach to supporting staff in challenging times

Kathleen M. Quinlan

Experience how an “educational humanities” approach, such as discussions of poems about teaching and learning, can illuminate the emotional dimensions of practice, attune ethical awareness, and enable staff to critically reflect on their professional identity in an age of accountability.

Room: Horton A

24. Advancing Inclusivity and Citizenship through Change Laboratories - putting theory into practice

Alison Robinson Canham

This session arises out of an Erasmus+ initiative to explore effective methods for higher education teacher development across Europe, with a particular focus on harnessing social theories of learning to support inclusivity and citizenship in teaching and learning practice.

Room: Emerald Suite

25. Who are you and who do you want to be?

Sally Brown

Professional identity is not a fixed entity: we are likely to have a number over the course of our careers and often hold several simultaneously, so how can we manage these and maintain balance in our lives?

Room: Drummond Suite

26. Reducing the Attainment Gap: The Impact of Active and Collaborative Learning Strategies

Simon Tweddell, Rebecca McCarter

This workshop introduces participants to a very accessible framework (Team-Based Learning) that, when followed, promotes inclusive practice and supports them to explore why and how that might be the case.

Room: Dining Room

27a. The competing pressures of curriculum design in Higher Education: Institutional frameworks, disciplinary contexts, and the student experience

Robert Lawson

This session reviews the process of curriculum redesign and reflects on the external, institutional and subject-specific factors which affect this core aspect of the student experience.

AND

27b. Recognising Excellence in Teaching (RET): an evaluation of a pilot mentoring project

Janis McIntyre Davidson

The focus of this paper is the evaluation of a mentoring project implemented to support successful applications to Recognising Excellence in Teaching (RET), the University of Glasgow's CPD framework aligned to the UKPSF.

Room: Diamond Suite

28. Walking as a tool for reflective practice

Susannah Quinsee, Anise Bullimore

This workshop explores how creating a walking and learning activity can be a useful tool for educational developers to critically reflect on their practice.

Room: Sapphire Suite

12.25 – 13.05 Lunch (Horton B&C)

**13.05 – 13.50 Keynote Address (Horton A)
Learning Technology in Higher Education – challenges and opportunities**

Maren Deepwell, Chief Executive, Association for Learning Technology

29. Towards a professional development framework for leaders of degree programmes

Susan Morón-García, Petia Petrova, Elizabeth Staddon

We will discuss the need for creation of a professional development framework for course leaders in higher education, and share and explore the merit of using a particular conceptual framework to situate our study

Room: Dining Room

30. Educational Development: is this a career for me?

Pam Parker, Celia Popovic, Carole Davis, Carolyn Hoessler, Jeanette McDonald, Mandy Frake Mistak, Ellen Sims, Fiona Smart, Denise Stockley

The workshop will explore with participants the programme developed by us to provide insight into the role and ask participants what they believe about preparing people for these roles.

Room: Opal Suite

31. Spreading our wings: supporting research staff and professional services colleagues as they make the transition to HE teaching

Clare Power

This session will explore how HEIs should better recognise the increasing importance of the contributions made by research and professional services colleagues to undergraduate teaching and learning; and consider how educational developers can better support and develop them in their early experiences of teaching and supporting learners in HE.

Room: Sapphire Suite

32. Creating a framework to measure the impact of educational development

Carole Davis, Fiona Denney, Graham Holden, Susannah Quinsee, Sara Reimers

This workshop presents the findings of a project to create a framework to assess the impact of educational development activities at institutional level and beyond.

Room: Horton A

33. Redesigning staff development programmes to address future challenges of HE

Julia Horn, Alex Standen, Jayne Pearson

This session will consider practices, engagement, and enhancement of staff development through three case studies that present the approaches to and rationales behind redesigning flagship institutional professional development programmes at three research-intensive institutions.

Room: Drummond Suite

34. Beyond the Tyranny of learning outcomes

Phil Race

A provocative and interactive session, looking at what can go wrong with intended learning outcomes as presently used in curriculum design, and exploring creative enhancements we can make so they become much more fit for purpose.

Room: Diamond Suite

35. SEDA-PDF: Supporting CPD in HE and beyond. What, Why, and How?

Jenny Eland

You will get the chance to explore ideas and hear how other institutions have drawn upon a number of awards and integrated them within continuing professional development strategies.

Room: Emerald Suite

14.45 – 15.30 Parallel Session 6

36. Scholarship of Teaching and Learning-led professional development, the student experience, and HE teacher wellbeing and empowerment

Jenny Lawrence

The research presented in this discussion paper explores a Scholarship of teaching and learning (SoTL)-led programme of professional development from the perspective of participating HE teachers.

Room: Horton A

37. Spotlight on inclusive practice - raising the achievement of all Higher Education learners

Sarah Rhodes

This session shares our experiences of designing, teaching and evaluating two SEDA validated courses at the University of Wolverhampton, that promote the value and integrity inherent in participants immersing themselves in an online digital learning environment.

Room: Dining Room

38. The North Wind and the Sun: achieving strategic institutional change

Fiona Shelton, Tamsin Bowers-Brown, John Hill

Increasing expectations faced by the sector require bold strategic change which can lead to challenges when it comes to institutional implementation; this workshop discussion will highlight the University of Derby's approach through case studies of 'Digital Practice' and 'Assessment and Feedback' strategies.

Room: Opal Suite

39. Recognise and Articulate Leadership in Learning and Teaching

Julia Hope, Silvia Colaiacomo

This workshop is designed to help participants understand how one institution has drawn upon a coaching and mentoring technique, based on the GROW (Goal, Reality, Options, Will) model to support academic staff juggling different professional identities and consider possible applications in their own context.

Room: Drummond Suite

40. Ideas for learning and teaching: Follow up of graduates from Higher Education teacher education programmes

Jayne Tidd, Peter Gossman, Steven Powell, Rachel Forsyth, John Bostock, Claire Moscrop

This session will explore what and how ideas around learning and teaching learned within a PGCert programme are incorporated by new academic staff within their own higher education practice and how these ideas can subsequently be developed to enhance curricula.

Room: Diamond Suite

41. 'Creating modules for the digital visual age: inclusive Multimedia Learning teaching and CPD*

David Roberts

This proposal shares and discusses longitudinal research and practice on multimedia module and learning design that uses digital technologies to support inclusive, active, cognitive learning potential. In so doing, it presents a rich seam of affordable individual pedagogic research opportunities supportive of growing pedagogic TEF-valid CPD expectations.

** Please note the title has been updated from 'Creating modules for the digital visual age: inclusive Multimedia Learning teaching and CPD*

Room: Sapphire Suite

42. The precariat makes its voice heard: a module blog as a tool of academic development

Lee-Ann Sequeira

Can the master's tools never dismantle the master's house (with apologies to Audre Lord)? A closer look at how a PGCert module can be used to give voice to marginalised early-career and emerging academics.

Room: Emerald Suite

15.30 – 16.00 Plenary Interactive Session (Horton A)

16.00 Depart

SEDA Conference and Events Committee

David Walker	University of Sussex (Co-Chair)
Peter Hartley	Independent Consultant (Co-Chair)
David Baume SFSEDA	Independent Consultant
Fran Beaton	University of Kent
Judith Broadbent FSEDA	University of Roehampton
Sandy Cope	Nottingham Trent University
Nigel Dandy	University of York
Mary Fitzpatrick SFSEDA	University of Limerick
Samuel Geary	Birmingham City University
Pam Parker SFSEDA	City, University of London
Ruth Whitfield SFSEDA	University of Bradford
Sarah Wilson-Medhurst	Independent Consultant

Conference Administration Team:

Roz Grimmit
Joseph Callanan
Liz Kellam

Conference and Events Committee and SEDA Executive Committee members will be wearing coloured badges.

SEDA Fellowships Annual CPD Event Wednesday 14th November 2018 The Dining Room

Making Pedagogy Work for Us: multimedia methods and CPD

This event for holders of SFSEDA, FSEDA and AFSEDA will be taking place on the evening before the conference starts.

A workshop led by Dr David Roberts, Senior Lecturer in International Relations, Loughborough University.

The event will commence at 18.30 with a buffet dinner at approximately 20.00.

Workshop Outline

After a brief account of David's real-world instigation of multimedia, multisensory learning methods in large group lectures, and the results of a 3-year trial on how imagery impacts student cognitive engagement and active learning, there will be an opportunity to experiment with a free online platform that makes the process simple and demonstrates its impact - **please bring own electronic device (phone, laptop etc).**



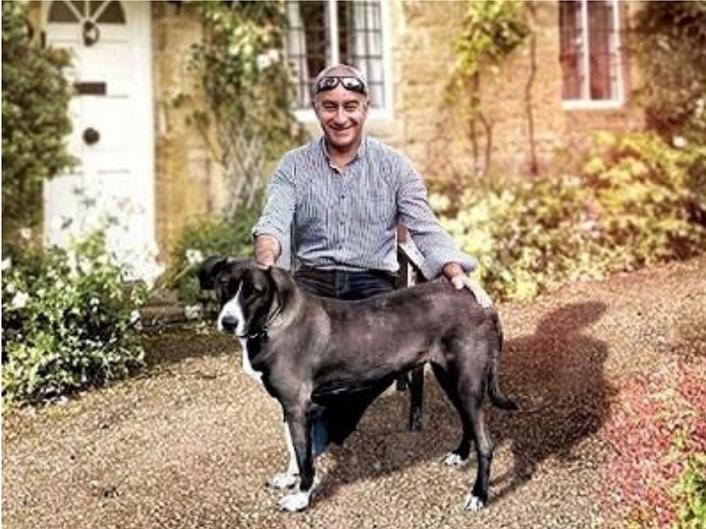
The third part of the session will look at impact on dyslexic students' experiences of visual lectures,



after which we'll review image seeking methods and techniques for integration into slides – a 'how-to', two-way session of practice, questions and answers. Key takeaways concern higher levels of engagement and active learning when images are applied, their inclusive value for dyslexic students, and a tool-box finale.

David Roberts

David Roberts is a Senior Lecturer in Peace and Conflict and Senior Fellow of the HEA. His background lies in fieldwork in Cambodia during the peacekeeping mission, Viet Nam just after and more recently, Sierra Leone and South Sudan. He is primarily now interested in the power of dominant pedagogies to prevail despite their potential inadequacies and has, with the support of the HEA and his own institution, spent the last 4 years devising and testing an alternative lecture method.



Copyright David Roberts 2018

Note on workshop title: this workshop was previously advertised as 'Creating Modules for the Digital Visual Age: inclusive multimedia learning and teaching'

SEDA Educational Development Initiative of the Year

This is a new SEDA award which is designed to recognise and promote important initiatives in educational development in higher education within and/or across FE and HE institutions.

Applications for the first round of the award were invited in 2018 and the shortlisted applicants are presenting at this conference – the judging panel will meet immediately afterwards and the top initiative will be confirmed in the final conference plenary.

Full details of the award can be found at https://www.seda.ac.uk/ed_dev_initiative_of_the_year/

Details of the 2019 award will be publicised through the SEDA mailing list next year.

Key features of the award are that:

- The initiative must involve cross-institutional and/or inter-institutional collaboration, including staff with specific roles in educational development as well as academic staff. It must involve staff from other support services wherever possible (e.g. learning technologists, information and library specialists, careers staff etc.).
- The initiative must also demonstrate evidence of impact on the student and/or staff experience which has led to positive outcomes in an important aspect of student learning, teaching and assessment and which has the potential to be adapted and transferred to other contexts/institutions.

Assessment criteria

SEDA Conference and Events Committee reviewed all the applications and selected the shortlist using the following criteria:

- Practical and theoretical contribution to important challenges or issues in learning, teaching and assessment in post-compulsory education.
- Evidence of positive impact on the staff and/or student experience relating to specific areas of learning, teaching and assessment.
- Sustainability and potential for further development.
- Potential to transfer the ideas and approaches to other subject areas and institutions.

The panel of judges at the conference is drawn from all the SEDA Committees and will use the same criteria to select one initiative to receive the award. This initiative and the other shortlisted entries will be invited to disseminate their work through a future issue of Educational Developments.

Exhibitors



Coventry University is a forward-looking, modern university with a proud tradition as a provider of high quality education, and was awarded Gold rating in the Teaching Excellence Framework (2017). The Centre for Academic Writing (CAW) is an innovative teaching and research centre established by the University in 2004. CAW's mission is to enable students at Coventry University to become independent writers, and to equip academic staff in all disciplines to achieve their full potential as both authors and teachers of scholarly writing. CAW provides 'whole-university' writing support underpinned by research and expertise in Academic Writing pedagogy. Writing development is available to undergraduates, taught postgraduates, PGRs, ECRs, MCRs, SCRs, academics, and professional services staff. CAW offers general writing support but also targets writing provision at specific points in the undergraduate student, postgraduate student, and staff development journey, providing face-to-face and online writing tutorials, Academic Writing modules, self-study writing guidance, writing workshops, staff consultations, and 'writing for publication' modules.

In September 2019, CAW is launching three exciting new qualifications aimed at graduates and professionals who are interested in studying, researching, and teaching writing and in working as Writing Developers: MA/PGDip 'Academic Writing Development and Research' and PGCert 'Academic Writing Development' (www.coventry.ac.uk/cawma, www.coventry.ac.uk/cawpgdip, www.coventry.ac.uk/cawpgcert). The courses are designed to be studied by blended learning or distance learning, enabling participants to fit their studies around their other commitments. The focus of these courses is on writing, rhetoric, and literacies research and on how this research informs the teaching of writing and writing development work. Visit CAW's stall at the SEDA conference for further information!



Advance HE was created from the merger of the Equality Challenge Unit, the Higher Education Academy and the Leadership Foundation for Higher Education – three organisations that have operated in the higher education (HE) sector for a number of years. Advance HE was created to provide dedicated support to the HE sector across four key interrelated themes: teaching and learning; equality, diversity and inclusion; leadership and management; and governance. These areas are all crucial to the wellbeing and effective delivery of HE now and in the future.

Our purpose is to support higher education providers to put institutional strategy into practice for the benefit of students, staff and society. We bring together HE-focused expertise in teaching and learning; equality, diversity and inclusion; leadership; and governance, to help you to deliver world-leading teaching, research and scholarship, your civic mission and student outcomes at your institution. We do this through the provision of specialist knowledge and resources, externally recognised benchmarking and recognition schemes and a member-focused, collaborative approach.

Conference Venue

Macdonald Burlington Hotel in Birmingham
Burlington Arcade
126 New Street
Birmingham B2 4JQ
TEL: 0344 879 9019

<http://www.macdonaldhotels.co.uk/our-hotels/macdonald-burlington-hotel/>

Free Wi-Fi

Location Map and Directions

Road

The hotel is near the A38M off the M6 J6. If you require direct drop-off access to the hotel please contact reception. Parking is available nearby at NCP New Street multi-storey car park - St. Jude's Passage (£9.50 for 24 hours). The car park is five minutes walking distance to the hotel through New Street Station. Please validate your ticket at reception.

Rail

The hotel is two minutes' walk from New Street Station.

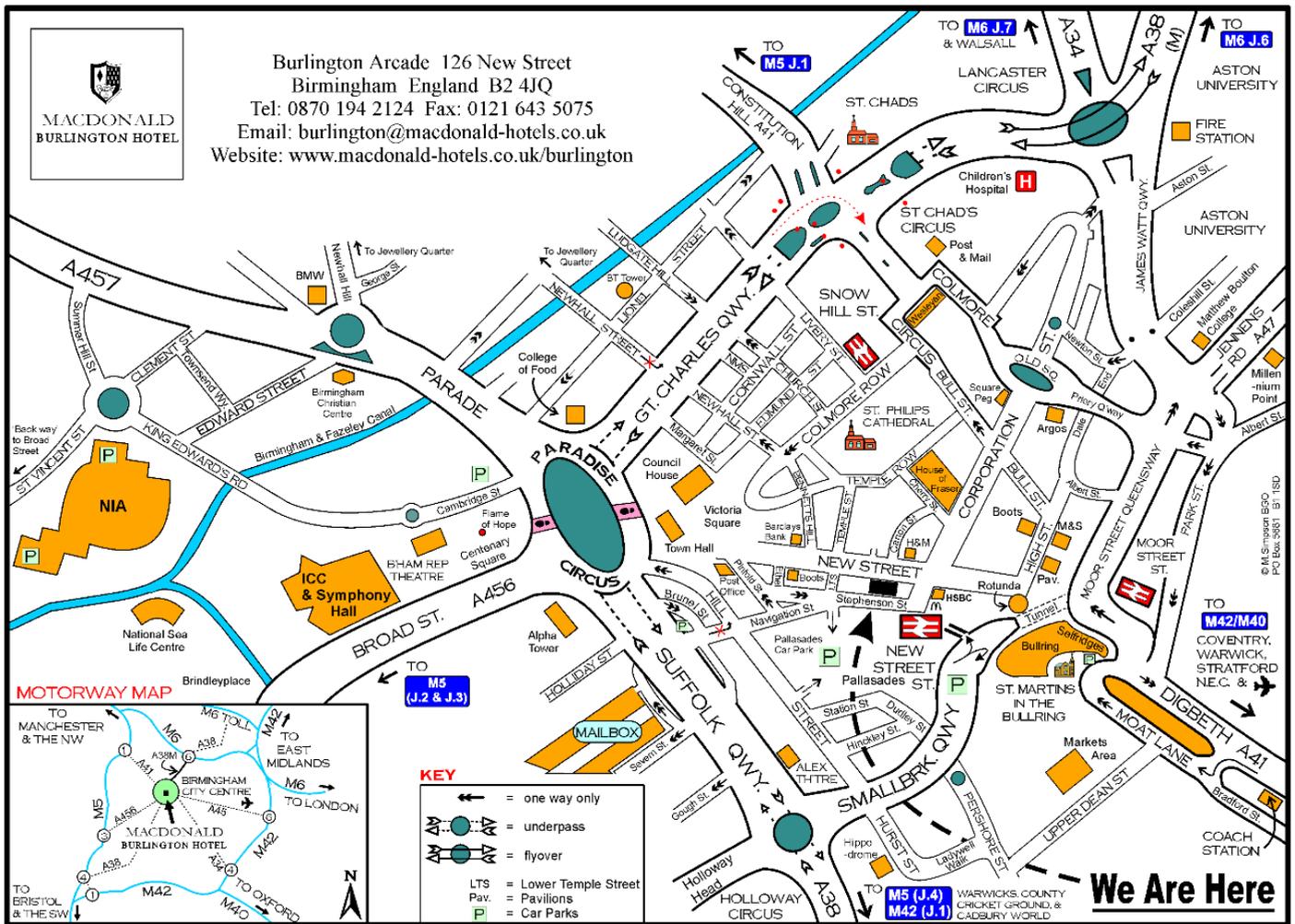
By coach

Birmingham Coach Station has express coach services to and from London, Edinburgh and many other UK cities. The bus station is only a few minutes' walk from the city centre and the railway station.

Air

Birmingham Airport services Birmingham. The airport's railway station is Birmingham International. It has direct train services to Birmingham New Street, the journey takes 15 minutes with fares from £3.10.

Location Map



Conference Rooms

The main conference room is the Horton A. We will also be using the Dining Room, Emerald Suite, Opal Suite, Drummond Suite, Diamond Suite and Sapphire Suite. The SEDA registration desk will be in the Horton Bar area. Lunch on both days will be served in Horton B&C. The Drinks Reception will be in the Horton Bar and the Conference Dinner will be held in Horton B&C.