

PERSONAL INFORMATION

Dr. Keir Williams
Lecturer in Design Thinking
Centre for Innovation and Entrepreneurship,

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PRESENT APPOINTMENT

Lecturer in Design Thinking Centre for Innovation and Entrepreneurship 2017-2018

PREVIOUS APPOINTMENTS (selected)

Program Leader	Digital Media BSc, University of the West of England	2016-2017
Senior Lecturer	Digital Media BSc, University of the West of England	2015-2017
Associate Lecturer	Fine Art Digital MA, Camberwell College of Arts	2008-2015
Technical Demonstrator	Rapid Prototyping, London College of Fashion	2014-2015
Research Assistant	Sociology Department, University of Warwick. (UoW)	2013
Associate Lecturer	Computer Sci BSc, Queen Mary University, London	2012
Associate Lecturer	Fine Art MA, Birmingham City University (BCU)	2008-2010
Research Assistant	Fine Art Digital Environments (FADE)	2008-2010
Research Assistant	Visualisation Research Unit (VRU) , BCU,	2007-2009
Technical Demonstrator	Fine Art Dept, Birmingham City University (BCU)	2004-2008

ACADEMIC QUALIFICATIONS

PhD	PhD - Digital Media in a Special Needs Classroom: A Study Department of Computer Science, Queen Mary University, London.	2016
PGCert HE	PGCert HE: University of the West of England	2016
MSc	MSc Media and Arts Technologies (Distinction), (QMUL)	2010
MA	MA Fine Arts, (Distinction) Birmingham City University	2007
BA	BA Fine Art (First Class), Birmingham City University	2004

SPECIAL AWARDS, HONOURS AND DISTINCTIONS

Best of Bristol Lecturer, B.I.L.T. University of Bristol 2020
Bristol University, Student Run, B.I.L.T.
Disability, Innovation, and Cultures: Lovely Cats Made of Care Bears' Leggings

"Dr. Williams is one of the very rare lecturers who are able to introduce novice students to new and at times difficult material in a way that is collaborative and highly engaging. His teaching style is extremely empowering and enables students to get out of the lecture theatre and explore new material by using Bristol as a learning city. He has transformed how I see the world and have opened up a world of new ideas and career opportunities – **3rd Year Anthropology and Innovation Student.**

Advance HE Collaborative Award for Teaching Excellence (CATE) 2019
The Collaborative Award for Teaching Excellence (CATE) recognizes and rewards collaborative work that has had a demonstrable impact on teaching and learning. Introduced in 2016, the scheme highlights the key role of teamwork in higher education.

Higher Education Team Enterprise Award **2018**
The Higher Education (HE) Team Enterprise award recognises teams delivering exceptional initiatives that support individuals in developing the mindset and capabilities for an entrepreneurial future.

Vice-Chancellor's Award for Education, University of Bristol **2017**
The Vice-Chancellor's Award for Education is one of the University's highest awards for education awarded in recognition of the Centre team's exceptional contribution to education and enhancement of the student learning experience.

NOMINATIONS & FELLOWSHIPS

Outstanding Supervision Award Nomination (PGT) **2019**
Bristol Teaching Awards, University of Bristol

Fellow of the Higher Education Academy (FHEA), Advance HE **2016**

TEACHING AND RELATED ADMINISTRATION

My teaching approach is student-led and engaged. It grounds theoretical teaching within a broader base of technical skills, creative play and critical consideration of socio-political contexts. I ensure my work sits within the other units in the programme and the home disciplines of our students by continuously meeting, discussing and working with all of the unit directors at the centre. I have developed teaching, research, and arts-practice based collaborations with prominent Bristol institutions as a means to create learning spaces for our students that are grounded in Bristol.

A key aspect of my work is the pastoral support I offer students. This has included supporting students through severe trauma (sexual assault, political violence against and internment of family members in home countries, gender transition) and advocating for the rights of disabled students and those from BAME backgrounds. Below I have provided: three examples of engaged learning projects that demonstrate my teaching approach and the wider structural impacts of those projects; overviews of the units; additional teaching projects I have taught;

ENGAGED LEARNING PROJECT CASE STUDIES

These three engaged learning project case studies demonstrate how I link my research and arts practice to an engaged mode of teaching and assessment for our students.

1. LEVIATHAN'S TEMPLE - WE THE CURIOUS, BRISTOL & NORDLAND AKADEMI, NORWEGIAN ARCTIC CIRCLE | 2018-2020

PROJECT OVERVIEW

This project was designed to engage our students with issues of climate change, participatory practices, citizen science and science communication. As a researcher and artist, I instigated and led a participatory research project between We the Curious Bristol, the Nordland Akademi in the Norwegian Arctic with our collective Artist//Developers. The project took the shifting currents of the Gulf stream as a starting point for an exploration of social and environmental change in the post-industrial maritime communities of the South West of England and the Arctic reaches of Northern Norway. The resulting oral history-based, interactive installation at We the Curious used live audio and data streams from the Atlantic and the North Sea, longwave radio, and oral history recordings from fishing communities and recently arrived refugees in northern Norway, participants from Avon Mouth Community centre and historical recordings from workers on the Bristol Harbourside. The work was shown as part of the Digital Arts Submerge festival, It was then installed within We the Curious for 6 months with ~200,000 unique visitors and a sister installation and performance in the arctic with ~1,000 unique visitors

ASSIGNMENT

Assignment 2: Citizen Science | keywords: Participatory Design, Science communication, local communities in Bristol, Local and global impacts.

Students were asked to develop and propose a citizen-science based project located within at least one of Bristol's twelve nature reserves. The proposed citizen science project needed to help meet the following objectives:

- Deliver entertaining and informative events and activities that inspire greater public interest, and action for nature.
- Facilitate, develop, and disseminate novel communication techniques that engage the widest possible audience.

ASSIGNMENT RESEARCH AND DEVELOPMENT & OUTCOMES

WAAG, Amsterdam - Department Impact Development Fund 2019 (£500)

Through a department impact fund, I visited programme developer and researcher, Dr. [Paulien Melis](#) at the WAAG institute Amsterdam, an expert in citizen science and participation. I was able to participate in their city resident's citizen science program and talked through their approach to programming and teaching on this subject. I have used the learning from this to redevelop the citizen science assignment and we are developing an international student project over the next two years.

Public exhibition: Submerge Festival and 6-month installation in We the Curious with ~200,000 unique visitors.

Internship - Josh Greenwich (Innovation and Anthropology), expenses and artist fee paid to attend Arctic leg of the project. (10 days).

Conference – Venue, and speakers for the CFIE 'Bristol Contours', conference.

Engaged Assignment and guest speakers - We had the following related guest speakers here the centre who presented their work on citizen science, art and science collaborations, and science communication design:

- **Emma Cook** - Experience designer and change manager, We the Curious.
- **Will Hunter** - Creative Producer, We the Curious
- **Dr. Rob Phillips** - Senior Tutor, Designing Products, Royal College of Arts.

FUNDERS AND PARTNERS: Bristol Culture, We the Curious, Avon Mouth Community Centre, Arts Council England, U.o.B., Norway Arts Council, British Council.

2. BRISTOL CONTOURS CONFERENCE, Bristol | May 2019 | 140 students, 25 staff attended.

RESPONSIBILITIES

I was the lead on this student-focused conference. My responsibilities included organizing and liaising with our partner organizations, guest speakers and the live scribe for the event. I developed the ethos and approach for the conference and designed, sourced, ordered, prepared for print, and distribute all of the printed material for the conference.

OVERVIEW:

We worked with the City Office and the team behind the One City Plan to help build a 'Toolbox for Change and Transformation in Bristol'. We asked a diverse range of Bristol-based innovative speakers and organization to discuss how they think about, approach and manage change and transformation. Students were given an initial planning session at the centre with guest facilitators from History, computer science and education faculties from UoB research groups. Delegates then attended two venues across the city. Each venue provided a workshop or lecture based on their approach to change in the city. All delegates returned to the centre and worked in teams to synthesize key learnings about change in Bristol. We finished with a poignant keynote from the Bristol based modern slavery charity, UNSeenUK. After the event, the live scribe and I worked from

sketches, delegates notes, video of the sessions to develop a set of postcards detailing the results of this synthesis through a series of illustrations. We then present these cards to the Bristol One City Office who have used them as part of their strategic planning.

PARTNERSHIPS AND GUEST SPEAKERS:

Venue	Speakers
We the Curious	Emma Cook - Experience Design and Change Management
Industry of Us	Mundy and Anson & Industry of Us
Engine Shed	Panel discussion on diversity in the Bristol technology sector.
CREATE Centre	CREATE Centre staff - Circular Economies
The Centre	Golden Key, Rolls Royce, HOPE International
Bristol SU	UNSEEN UK (Keynote), Dr. Hamid Falaki (UoB), Dr. Joanna Burch-Brown (UoB), Eleni Michalopoulou (UoB)

3. STAGING THE ARCHIVE - UNIVERSITY OF BRISTOL THEATRE & LIVE ART COLLECTION | SEPTEMBER 2019

ENGAGED LEARNING OVERVIEW:

I devised a collaboration with the University of Bristol Theatre Collection for our PGT students' first engaged project for their 'Designing with Difference' unit. I worked with the Keep of the Live Art and Digital Live Art collection Julian Warren on an assignment that engaged our students with primary sources from a subject that was outside of all of the students' academic disciplines (previously to starting the MSc). Students were provided with 10 key objects from the collection (chosen by staff) and ask to choose one to 'create an exhibition based on the object for an audience who would not typically access the collection'.

Students exhibited their research in the Theatre Collections public gallery for two months. The public exhibition gave our students a chance to demonstrate their abilities to both internal and external audiences in an internationally accredited, museum and archive context. The keepers of the theatre collection selected three pieces of student work from the exhibition to be stored in the permanent collection. This project provided an opportunity for our students to engage with both practical and theoretical themes around participation, archiving, collections, live art, theatre, and curation. Our student's research led them to meet with experts in diversity at the Bristol Old Vic, community carnival experts from St Paul's and fellows of the Frank B archives. Alongside the development work with the theatre collection I visited and discussed the innovative approaches to engaged learning of two key Keepers of university special collections Gustavo Grandal Montero - Keeper, Chelsea Special Collections & Dr. Sarah Aitchison - Keeper, UCL special collections

UNITS DELIVERED

UNDERGRADUATE

INOV10001: Design and Systems Thinking | 20 Credits | TB1 & TB2

Centre for Innovation and Entrepreneurship, University of Bristol | 65 students 2017 - 2018

Innovation degrees, four-year integrated master's degree programme

Responsibility: **Lecturer**

- Supporting the learning experience of students including content delivery and assessment within constraints of the unit specification.
- Supporting the unit director to develop content and assessments.

INOV10002: Transdisciplinary Group Project 1: Being Human | 20 Credits | TB1 & TB2

Centre for Innovation and Entrepreneurship, University of Bristol | 65-75 students 2017 -

Innovation degrees, four-year integrated master's degree programme

Responsibility: **Unit director & Lecturer**

- The overall design of the learning experience including content delivery and assessment within constraints of the unit specification.
- Multiple engaged learning assignments with partner organisations: M Shed Museum, We the Curious, Bristol Natural History Consortium, Royal College of Art.
- Guest lecturers from each of the above organisations.

INOV20001: Past, Present and Futures | 10 Credits | TB2

Centre for Innovation and Entrepreneurship, University of Bristol | 65 students | 2020 -
Innovation degrees, four-year integrated master's degree programme

Responsibility: **Unit director & Lecturer**

- The overall design of the learning experience including content delivery and assessment within constraints of the unit specification.
- Guest lecturers from faculties across UoB: Archaeology, History, Brunel Collection & Education.

POST-GRADUATE TAUGHT

INOV0005: Transdisciplinary Group Project 1: Working with Difference | 20 | TB1

Centre for Innovation and Entrepreneurship, University of Bristol | 15-25 students | 2017 -
One-year MSc in Innovation and Entrepreneurship

Responsibility: **Unit director & Lecturer**

- The overall design of the learning experience including content delivery and assessment within constraints of the unit specification.
- Engaged learning assignments with partner organisations: M Shed Museum, Bristol University Theatre Collection.

INOV0007: Past, Present and Futures | 10 Credits | TB1

Centre for Innovation and Entrepreneurship, University of Bristol | 15 students | 2019 -
One-year MSc in Innovation and Entrepreneurship

Responsibility: **Unit director & Lecturer**

- The overall design of the learning experience including content delivery and assessment within constraints of the unit specification.
- Guest lecturers from faculties across UoB: Archaeology, History, Brunel Collection & Education.

INOV0009: Team Challenges 2: Client Led Briefs | 20 Credits | TB2

Centre for Innovation and Entrepreneurship, University of Bristol | 15-25 students | 2019 -
One-year MSc in Innovation and Entrepreneurship

Responsibility: **Lecturer**

- Supporting the learning experience of students including content delivery and assessment within constraints of the unit specification.
- Supporting the unit director to recruit and develop briefs with clients.

INOV0012: Innovation Led Entrepreneurship in Practice | 60 credits | TB3

Centre for Innovation and Entrepreneurship, University of Bristol | 3 students | 2019 -
One-year MSc in Innovation and Entrepreneurship

Responsibility: Supervisor MSc dissertation projects

- I was nominated by students for outstanding supervision award 2019

ARCH0081: Anthropological Theory and Practice | 20 credits

MA Anthropology, University of Bristol | 13 students | 2020

Responsibility: **Guest Lecturer**

I developed a two-hour workshop designed to introduce the role of innovation and futures design to support and anthropology. We explored human-centred and speculative design methodologies

using two socially engaged design projects as case studies. We then worked with 3D printed narrative props that formed the basis of a speculative design task. "Everyone enjoyed it immensely – students told me how much this lecture had provoked deeper reflection. – **Unit director**

WIDENING PARTICIPATION TEACHING

An Introduction to Innovation

Centre for Innovation and Entrepreneurship, University of Bristol | 15-55 students | 2017 - I developed this inclusive and engaged workshop for various groups associated with the centre. This has included sixth form students from the 'Opening Bristol' widening participation scheme, international student groups from Hong Kong and the Centre for Academic Language and development, UoB.

- The overall design of the learning experience including content delivery for the session.

Phoenix Project, EPSRC Impact Acceleration Account funded project

Centre for Innovation and Entrepreneurship, University of Bristol, PI Prof Kirstin Cater.

15 students who are former prisoners

12-week program and extended mentoring working with an industry partner, Phoenix project (Mark Neild).

Responsibility: **Lecturer and ethnographer**

- Developing and supporting the learning experience of students to develop their entrepreneurial practices post-release from prison. I conducted an ethnography which serves to support the organisations ongoing work with former prisoners.

Based on this work I attended, as a guest, the Symposium on Entrepreneurship Criminal Justice at the government think tank 'Centre for Entrepreneurship'.

STUDY SKILL SUPPORT

Library skills for transdisciplinary research | 2019-

Centre for Innovation and Entrepreneurship, University of Bristol

INOV10002: Being Human | 75 students | 2019 -

INOV20001: Past, Present and Futures | 65 students | 2019 -

INOV0005: Transdisciplinary Group Project 1: Working with Difference| 15 students | 2019 -

I worked with our specialist librarians to create a workshop that explores resources and methods for conducting collaborative, transdisciplinary research. The workshop introduces key resources for each unit's current transdisciplinary assignment.

RESEARCH AND RELATED ADMINISTRATION

ACADEMIC JOURNAL (REFEREED)

Durrant, A, Hook, J, McNaney, R, Williams, K, Interpersonal expression in the special educational needs classroom: An experience-centred design case study, International Journal of Child-Computer Interaction <http://dx.doi.org/10.1016/j.ijcci.2014.06.002>.

CONFERENCE CONTRIBUTION (REFEREED)

Gray, S., Hahn, R, Cater, K., Watson, D., Williams, K., Metcalfe, T. and Meineck, C., In Press, May. Towards A Design For Life: Redesigning For Reminiscence With Looked After And Adopted Children. In Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems.

Durrant, A., Hook, J., McNaney, R., Williams, K., Smith, T., Kipling, M., ... & Olivier, P. (2013). Design to Support Interpersonal Communication in the Special Educational Needs Classroom, IDC 2013, New York

Williams, K., and Poolman, C., 2010 "This Fish is Reversing: touretteshero and Foucault's concept of articulation." Gobsnacked: Getting Speechless In Performance, Queen Mary's University

Green, J., Williams, K., & Sporton, & 2007, 'The Networked Multi-Disciplinary Performance Environment', 2000+Seven Symposium, Sonic Arts Research Centre, Queens University, Belfast.

SELECTED EXHIBITIONS

2019	Leviathan's Temple, We the Curious, Bristol	~200,000 visitors
2018	Desert Island Dubplates, M Shed, Bristol	~80,000 visitors
2017	High North, Arctic dialogues, Neptun, Arctic Circle, Norway	~1000 visitors
2016	Artist//Developers – Norland Academy, Arctic circle, Norway	~500 visitors
2015	Leviathans' Electrolarynx – Audiograft & Oxford Museum of Stories	~5000 visitors
2014	Gallery Life Project, We Forgot the Lot – TATE Britain, London, UK	~4000 visitors

WORK IN PUBLIC COLLECTIONS

Desert Island Dubplates – Bristol Culture Collection (Bristol City Council) **2018**

ACADEMIC LEADERSHIP AND CITIZENSHIP

I have worked with B.I.L.T on two podcasts about engaged learning, given a lecture for the Best of Bristol lectures on disability and innovation, spoke to arctic leaders about our collectives work in the north, worked with colleagues at UWE to help them use design thinking in their teaching, worked with the audience development team for the new libraries cultural collection.

Williams, K. Disability, Innovation, and Cultures: Lovely Cats Made of Care Bears' Leggings. Best of Bristol lectures series , Will Hall, Bristol.	Lecture	2020
BILT - University of Bristol (2020). [web article] Humans of Bristol University, Keir Williams. Available at:	Article	2020
BILT - University of Bristol Episode 7 - Getting started with engaged learning. Available at: keir.xyz/podcast_1 [Accessed 10 Jan. 2020].	Podcast	2020
BILT University of Bristol Episode 13 - Embedding public engagement in the curriculum. Available at: keir.xyz/podcast_2 [Accessed 10 Jan. 2020].	Podcast	2019
Submerge Festival Leviathan's Temple Live Digital Design Collective	Installation	2019
Williams, K. Unexpected Enterprises Research Project Lab, UWE, Arncliffe Gallery, Bristol	Workshop	2018
Williams, K Dubplates, oral histories and comfy chairs. Oral History Symposium, University of Bristol Oral Histories Cluster.	Presentation	2018
Artist Developers Collective (2018) Leviathan: The Deep, Installation and Artist talk, High Arctic Conference 2018, Neptun, Melbu, Norway.	Performance and Artist Talk	2018

PROMOTION AND RECRUITMENT FOR THE CENTRE

I've taken a keen interest in promoting the Centre and its programs through the annual showcase, marketing, PR and the support of UG and PGT student recruitment initiatives. I lead on the theatre and innovation recruitment on open days including talks at the theatre school as well as more individual discussions with prospective students and their guardians. I have also designed a body of printed and video-based assets for open days, showcases and conferences at the centre.

CFIE Showcase 2019

~180 students showing work
~100 guests from academia and industry attended.

As part of my role I have taken on the organization and design of the CFIE end of year student showcase with my colleague Ann Padley. We co-designed the exhibition layout, materials and design, managed students and staff roles, developed the showcase's branding, video showreels and curated student work from all four years of the UG and PGT programs. This showcase is a key part of the centre's strategy to support students ongoing careers and develop recognition of the centre as a place of international excellence in innovation education. To support the development of the showcase we attended multiple degree showcases in London including the national 'New Designers' exhibition as a means to understand how to position our own showcase.

COMMITTEES

Faculty Quality Teams 2019

In 2019 I took a role as an academic lead on the Faculty Quality Teams committee review of the school of humanities teaching. My duties as a faculty quality team member included: undertaking review activities of the school of Humanities; identifying good practice in relation to the maintenance of academic standards and enhancing the student experience; assisted in the preparation of the FQT school reports and the FQT annual overview report, which went to the Faculty Board and to the University Academic Quality and Standards Committee.

TQ E&S Space & Technologies 2019-

I am a member of the TQ E&S Space & Technologies working group for the new Temple Quarter Campus development. Our role involves recommending, examining and providing feedback on issues relating to teaching, space and technology in the new campus. This has included practical layouts of classrooms with 80 students at the centre to understand the requirements for new 'flatbed' teaching spaces at the new campus.

DEGREE PROGRAMS WRITTEN

Design Childhood Studies with Innovation MSc (4 year integrated master) 2019- Centre for Innovation and Entrepreneurship

I wrote and successfully submitted an academic case for this new degree as part of the centres innovation program. The degree commenced in September 2019.

Innovation and entrepreneurship BSc 2022- Centre for Innovation and Entrepreneurship

For the last year I have been developing a new, non-UCAS entry (entry through university) degree aimed at students from non-traditional educational backgrounds. The degree will be embedded in the centre and based at the Temple Quarter Campus. This degree is part of a wider strategy of widening participation within the university. I am writing the academic case using a participatory research approach with potential students to help structure the degree. I am also developing all of the units for the program and structuring new, flexible ways of working for our potential students. I am working with Prof Kirstin Cater and Prof Tom Sperlinger who are developing the business case for the degree. The degree programs aiming to start taking students in 2022.

GOOD CITIZENSHIP

SEND Action High-Court Protest and online campaign 2019

As part of my wider socially engaged art practice I volunteered to create a viral campaign for the SEND Action group's high court case to force the government to re-fund education for children and young people with special educational needs. I developed a campaign slogan 'I AM...' based on the US civil rights era campaign I AM A MAN. Each participant was given a placard and a range of laser cut accessible symbols, pictures and text to make a statement about themselves, I AM HERE! I worked with a visually impaired photographer to shoot the protests at the high court in London. The photos were used in multiple national UK papers and broadcast live on BBC breakfast television. The court case was eventually dismissed but the work of SEND Action group, which I supported, led to a pledge of 700 million in additional funding for SEND education from the UK government.