

The School of Education’s engagement with the LTI 2012/2013

Thank you for your School’s engagement with the Learning and Teaching Institute (LTI) over the last year. We increased our workshop provision ensuring support for technologies to support teaching including; considering how best to use narrated presentations; developing the use of virtual classrooms and considering how to use podcasts and video in impactful ways. To support the Assessment project, we increased the number of workshops associated with using EVS and developing effective and challenging objective questions. We continued with our monthly workshops to support applications for Fellowship of the Higher Education Academy (HEA) and we provided specific workshops for experienced members of staff wishing to refresh their practice and consider how to improve student engagement.

We thought it may be useful for you to receive a summary of our activities plus a breakdown of your School’s engagement with these activities.

Workshops

We ran 61 workshops during the year including workshops on; Effective and efficient assessment and feedback; Using video within teaching; Refreshing your practice; maximising student engagement; Developing screen capture and narrated presentations to enhance teaching; Using Adobe Connect as a virtual classroom; Using EVS; Developing MCQs and Considering the BME attainment gap.



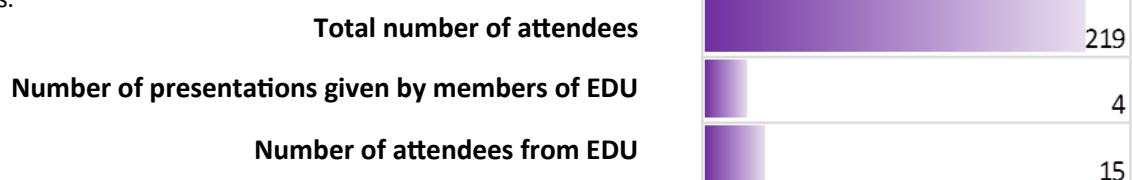
Scholarship Seminar Series

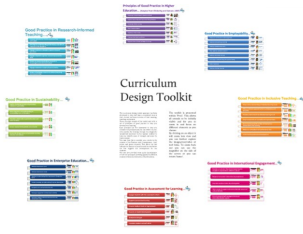
We ran a monthly seminar series oriented around Learning, Teaching and Assessment. The aim was to stimulate dialogue regarding learning, teaching and assessment within the University and with colleagues from across the sector. We held 5 lunchtime sessions which were open to all staff and students.



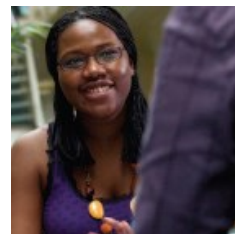
Annual UH Learning and Teaching Conference

We held a very successful Learning & Teaching conference in May 2013. The conference was themed around BME student success. The conference was an excellent way to raise awareness of the attainment gap between White and BME students and to simulate discussion of the benefits and some of the challenges associated with reducing the gap. The conference was extremely well attended and there was a general consensus that the quality of presentations was improved and that the level of discussion and debate was raised. Perhaps the most significant impact of the day was the challenge for each delegate to make a personal commitment to BME student success.



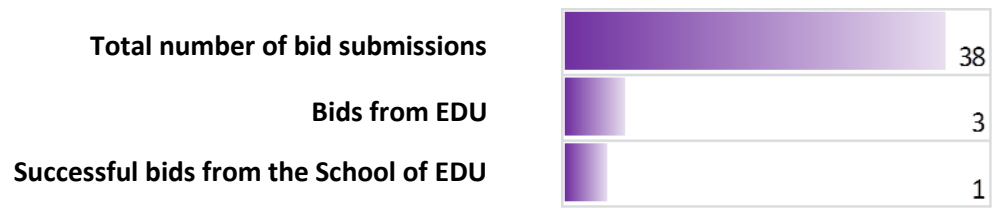


- Top tips to support BME student success**
1. Learn student names, it makes a huge difference (students can be very nervous and to download student photos)
 2. Write down names, first and last names, verbally
 3. Encourage students to speak in English
 4. Manage student groups to ensure students are not overwhelmed
 5. Encourage students to speak in their own cultural language
 6. Encourage students with students regarding how working with people of different backgrounds involves trial and learning
 7. Allow other staff to assist or support students, sharing an understanding of their own experience, advice, beliefs and challenges
 8. Allow the staff you interact with students
 9. Allow staff to help students with their own issues and challenges
 10. Allow staff to help students with their own issues and challenges
 11. Allow staff to help students with their own issues and challenges
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Learning and Teaching Enhancement Awards

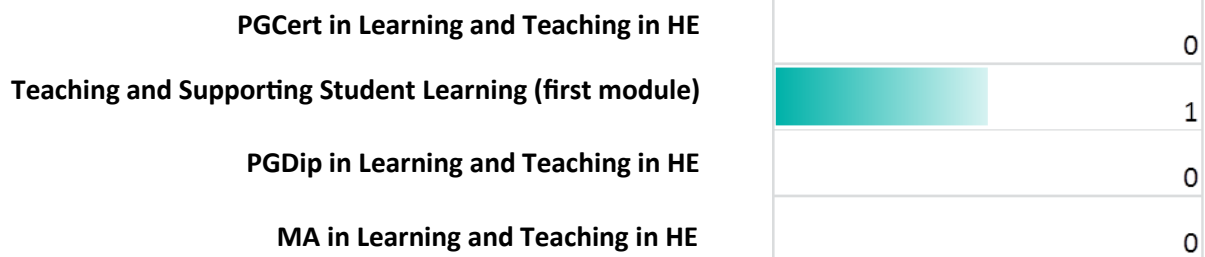
The LTI received bids for enhancement awards (July 12) for Small Scale Innovation awards for individuals or teams. Successful projects included: Using student mentors to help French beginners to improve their learning strategies; Student-generated content: using PeerWise to help support chemistry understanding and increase student engagement with course content in a first year module; An exploration by BME students of proactive compassion for their own and others' group learning experiences and outcomes; 'Better Together' – exploring strategies for establishing an effective and sustainable peer coaching process for students in Higher Education; and the development of an Online Peer Assessment Tool (OPAT) within Creative Arts.



Continuing Professional Academic Development (CPAD) Programme

The CPAD programme underwent periodic review and reaccreditation by the Higher Education Academy (HEA) in March 2012. The academic cohort of 2012-13 were therefore the first cohort on the new programme. Key changes included converting the final module from a weekly taught session into a block taught session based on feedback from previous participants and managers. This was well received by the 2012-13 cohort and the multimedia presentations on quality assurance and quality enhancement that they produced as the final assignment of the programme (another development within the new curriculum) were outstanding. Within the modules we continue to aim to model good teaching and assessment practice with all sessions being interactive, challenging and enjoyable. Our range of assessment include Wikis to develop collaborative learning, blogs to help develop reflective practice and the production of a journal article within which they take part in a peer review process.

Participants from the School of EDU studying for;



Higher Education Academy (HEA) workshops- applying to be a Fellow of the HEA

The University had a target that 50% of its academics would be Fellows of the Higher Education Academy by 2011/2012. We have surpassed this target but we want to continue to encourage staff to become Fellows and we are revising our Institutional target on a yearly basis. The LTI ran monthly workshops for experienced staff who have not achieved fellowship status, via the PGCert in HE, yet are eligible to apply to the HEA via the 'individual recognition' route. The workshops involve reviewing the application process and initiating the completion of the HEA form. We have recently applied to the HEA for accreditation of a CPD framework that we have developed within the LTI. If approved by the HEA, the University will be able to award Associate Fellow, Fellow and Senior Fellow recognition following successful application. Details of our proposal are on the [LTI Knowledge Exchange](#).

