

The School of Education's engagement with the LTI 2013/2014

Thank you for your School's engagement with the Learning and Teaching Institute (LTI) over the last year. We continued our workshop provision ensuring support for technologies to enhance learning and we provided continued support for the development of assessment and feedback. We developed a [Graduate Attributes booklet](#) with examples from all Schools showcasing how the Attributes are being developed within the different disciplines. We held a vibrant seminar series including sessions on inclusive group work and using social media within teaching. We provided specific workshops for experienced members of staff wishing to refresh their practice and we had the largest ever attendance at our annual conference (257) which was themed around learning and teaching innovation.

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 40 workshops during the year including workshops on; Marking and feedback for new teachers; Using Prezi as an alternative to PowerPoint; Refreshing your practice; Using Turnitin to develop academic writing; 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.



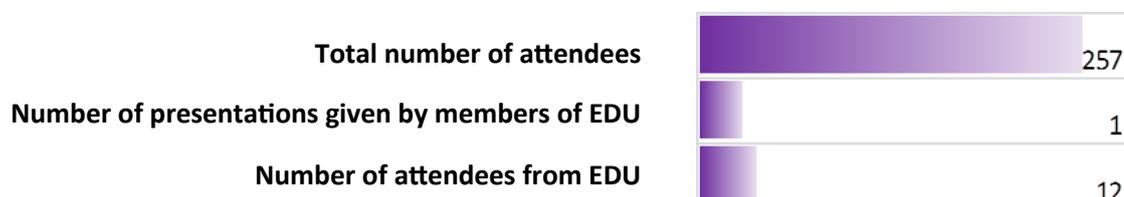
Scholarship Seminar Series

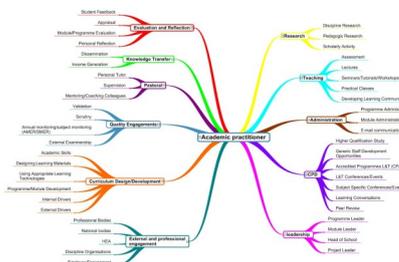
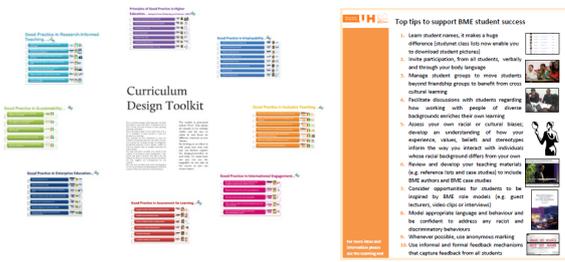
We ran a monthly seminar series oriented around Learning, Teaching and Assessment. The aim was to stimulate dialogue regarding learning, teaching and assessment within the University and with colleagues from across the sector. We held 8 lunchtime sessions which were open to all staff and students.



Annual UH Learning and Teaching Conference

We held a very successful Learning & Teaching conference in May 2014. The conference was themed around Learning and Teaching Innovation. The conference was an excellent way for staff to share their innovative teaching and assessment activities. The conference was extremely well attended and as well as having over 250 delegates attending on the day we also welcomed online delegates from our partner Institutions in Malaysia and in the UK.





Continuing Professional Academic Development (CPAD) Programme

The CPAD programme goes from strength to strength. We had our largest ever cohort in 2013-2014 with over 100 members of staff taking one or more module. Key changes to the programme this year included the final module being taught in a block format in a 'one plus two-day' model based on feedback from previous participants and managers. The block teaching was well received by participants but the timing of the taught days proved challenging for some staff managing heavy exam-marking loads. We also had a new module leader for 'Linking Pedagogic Theory to Practice'. Suzanne Fergus' development of the module was excellent and the changes she implemented to the teaching format and module content were extremely well received by participants. Some of the journal articles that students produced for the module assessment were outstanding and we are publishing selected articles in our forthcoming edition of our online journal; Blended Learning in Practice. 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 multimedia presentation on quality assurance and quality enhancement.

Participants from the School of EDU studying for;

PGCert in Learning and Teaching in HE

Teaching and Supporting Student Learning (first module)



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 surpassed this target and now have over 600 Fellows of the HEA within the University. We want to continue to encourage staff to become Fellows and we are revising our Institutional target on a yearly basis. We were very pleased to receive accreditation from the HEA for our own CPD Framework in November 2013. We have held monthly workshops for staff introducing them to our Framework and guiding individuals through the assessment process relevant for their level of application. We ran writing workshops for staff which proved very popular and feedback from participants suggests that the writing sessions have been particularly beneficial in helping them to develop their applications. We held our first of seven assessment panels in January 2014 and we are delighted to have so far awarded 8 Associate Fellowships, 22 Fellowships, and 20 Senior Fellowships through the Scheme. For details of our CPD framework please see guidance on the [LTI Knowledge Exchange](#).

The CPD Framework is not accredited to assess Principal Fellowship of the HEA applications (the highest level of recognition) and currently we only have one Principal Fellow of the HEA. However we will provide guidance and support for relevant individuals who are considering applying directly to the HEA for Principal Fellowship.

Total number of attendees

Number of attendees from the School of EDU

Successful FHEA submissions from EDU

Successful SFHEA submissions from EDU

