Dear Colleagues

This is our third regular newsletter with news and updates around Teaching, Learning and Assessment for the academic year 2015-16. Thank you for all your responses and feedback concerning the previous communications.

For this newsletter I have built on built on previous communications and collated further resources particularly on the themes of Education for Sustainable Development (ESD), Inclusive Curriculum Design and Designing Accessible Courses and Graham Gibbs' 53 Powerful Ideas All Teachers Should Know About Teaching and Learning Conversations (TLCs).

There is also some information on the forthcoming SOLSTICE/CLT Conference 2016.

Finally there are links to useful texts on Education for Sustainable Development.

2016 SOLSTICE and CLT Conference

This is an exceptional year as it will be the 10th Anniversary of the SOLSTICE CETL Conference, and the Centre for Learning and Teaching (CLT) Conference is in its 13th year. The SOLSTICE and CLT Conference sessions will run as two parallel strands over two days, **Thursday 9th and Friday 10th June 2016**, in the Business School at Edge Hill University, UK.

[16 past keynotes will be contributing to make it a celebratory and memorable occasion (follow this link for further information).](#)

Conference fees: £170 for one day only or £340 for the full conference. [Please click here to book a place.](#)

Further information is available on the [conference website](#). You can follow us on Twitter: [@SolsticeCETL](#) and [@CLTatEHU](#). (#solstice2016).

53 Powerful Ideas All Teachers Should Know About

Most assessment involves (unreliable) professional judgement – and is all the better for it

Idea 43 of [Graham Gibbs](#)' *53 Powerful Ideas All Teachers Should Know About* is now available on the [SEDA blog](#), and on the [SEDA Website](#) as a PDF.

Follow discussions about this on Twitter using [#53ideas](#)

ESD

Framespotting – Rethinking Sustainability

Thursday 19th May 12.00 – 2.30 pm in Fullwood House FW015

University of Gloucestershire, Park Campus, Cheltenham

RCE Severn invites you to a fun and engaging seminar based on the best-selling book *Framespotting* by Laurence and Alison Matthews. *Framespotting* uses images and metaphors in easy-to-grasp and though-provoking ways, to explore key ideas and issues linked to sustainability, such as economic growth, happiness, resource use, wellbeing and progress.

Laurence and Alison are joining the seminar to share their 'reframing' approach and invite delegates to wdiscuss and digest some examples – they aim to challendge assumptions, prompt delegates to see the world differently and empower them to spot the frames that surround us.

The event is free to attend and a light sustainable buffet lunch and refreshments will be provided.

Please RSVP to Barbara Rainbow, Sustainability Coordinator: brainbow@glos.ac.uk / 01242 715395.

ESD Professional Development – European Leading Practice Publication

This is a new publication produced by the "University Educators for Sustainable Development (UE4SD)" project. UE4SD is a European Commission funded project involving 53 partners from 33 countries active in education for sustainable development (ESD) in higher education. This publication is intended for those involved in education and training, particularly the professional development of staff.

The "Leading Practice Publication: Professional development of university educators on Education for Sustainable Development in European countries" presents 13 leading examples of good practice in higher education professional development in ESD from 10 countries across the European region and outlines key lessons learned from existing professional development activities.

Any inquiries about the publication can be sent to the Project Director, Prof. Daniella Tilbury (daniella.tilbury@unigib.edu.gi) or the lead editor, Dr. Jana Dlouhá (jana.dlouha@czp.cuni.cz).

For further information about the UE4SD project please contact the Project Coordinator at the University of Gloucestershire: ue4sd@glos.ac.uk.

CLT hopes you will find this publication interesting and useful in your professional activities.

Please do share this publication widely with relevant colleagues and networks.

HEA toolkits

The HEA toolkits bring together useful resources to help colleagues enhance their teaching practice and to improve student learning outcomes. Visit the following toolkits that have been curated in response to key strategic learning and teaching objectives:

- Transforming assessment

- Embedding employability

- Student access, retention, attainment and progression in higher education

- Internationalising higher education

- Flexible learning

- Student engagement through partnership

- Technology enhanced learning

- Education for Sustainable Development

- See more at: https://www.heacademy.ac.uk/frameworks-toolkits/welcome-hea-toolkits#sthash.90bOVYNY.dpuf

HEA Forthcoming events

The HEA Accreditation and Recognition teams have informed CLT of details about two events and a webinar that you may find useful for operation of your taught programme and/or scheme:

- HEA Accredited Programme Manager Network event – Robert Gordon University, Aberdeen, 5 May 2016

The HEA are running a third Accredited Programme Managers Network event. This will be of particular interest to staff who run HEA accredited programmes within their institution and also institutions who are considering offering a HEA accredited programme.

The day will include updates from the HEA Accreditation and Recognition teams, a chance to network with other colleagues involved in accredited provision and an opportunity to discuss common interests/challenges arising from implementing and successfully operating accredited programmes and schemes within institutions.

To register for this event, details and a link to reserve a place are available here:

- 5 May 2016: Robert Gordon University - http://tinyurl.com/HEAaccprgmgr3

Lunch and refreshments will be provided. Attendance at the event is without charge and places are limited.

Webinar: Guide to the UKPSF for Doctoral Supervisors 12.30-14.00, 11 May 2016

The UKPSF is a powerful tool for academics and learning support staff to develop and enhance their practice and to apply for professional recognition from the Academy. However, while evidence from Fellowship applications shows that it is being widely used by staff for these purposes in relation to their practice in teaching and supporting learning in taught programmes, there have been few applications which have referred to practice in doctoral programmes. This represents a gap in terms of what is a significant area of academic practice generally and may be particularly important for research staff for whom doctoral supervision may be the main form of teaching and supporting learning in which they engage.

There are many possible reasons why this aspect of teaching and supporting learning has seemingly been neglected, one of which is that it may not be immediately obvious to supervisors how their practice can be related to the UKPSF. In order to address this issue, the Academy has produced a 'Guide to the UKPSF for Doctoral Supervisors' to show how the framework might be interpreted in terms of supervisory practice.

The aims of the webinar are to introduce the Guide and respond to questions or issues; the objectives are to review:

- the mapping of supervisory roles to Descriptors 2 and 3 of the UKPSF

- how Descriptor 2 might be interpreted in terms of supervisory practice

- how D3 might be similarly interpreted

- how development/recognition can be supported by the scholarly literature

The presenters will be Dr Sally Bradley and Dr Stan Taylor. Sally is the Academic Lead for Recognition and the UKPSF at the HEA who commissioned the guide. Stan is an Accreditor for the HEA and a specialist in doctoral supervision and the author of the guide.

Click on the link to book a place https://www.heacademy.ac.uk/events-conferences/event/webinar-guide-ukpsf-doctoral-supervisors

Beyond Fellowship Conference, Conference Aston, Birmingham, 21 June 2016

This event will bring together everyone involved in managing and operating HEA accredited programmes (e.g. Accredited Programme Managers, HEA Accreditors, and HEA staff) to look ahead at emerging trends, pedagogical practice, continuing professional learning and professional identity.

The opening session *Going Above and Beyond* will be delivered by Clare McCullagh, Eileen Hyder and Cherry Bennett. Drawing upon their experiences at the University of Reading, this session will explore ways to make meaningful connections and create new ways of thinking and working that go beyond simply achieving Fellowship. Participants will have an opportunity to share their experiences and ideas through small group activity and discussion.

Conference themes/strands:

- Promoting engagement with Scholarship of Teaching and Learning beyond Fellowship

- The impact of Fellowship in a research-intensive environment

- Promoting Professional Learning

- Wider impacts of Fellowship for institutions and individuals

As well as the opening session there will be a chance for you to choose to attend three discussion groups from twelve offered throughout the day. Confirmed speakers:

- Professor Pam Parker PFHEA (Acting Director of the Department for Learning Enhancement and Development) at City University

- Dr Sue Eccles SFHEA (Senior Principal Academic) at Bournemouth University

- Kath Botham SFHEA (Senior Lecturer in Academic Practice Development), and Chrissi Nerantzi SFHEA (Principal Lecturer in Academic CPD) at Manchester Metropolitan University

- Sarah Wilson-Medhurst SFHEA (Higher Education Consultant)

- Dr Dave Collins PFHEA (Higher Education Consultant)

- Penny Burden SFHEA (Associate Professor) at Kingston University

- Karen Leslie FHEA (Deputy Director of ASPIRE and Education Adviser) at University of Exeter

- Dr Ruth Pilkington SFHEA (Academic Lead for CPD) at the Higher Education Academy

- Dr Martyn Kingsbury FHEA (Director of Educational Development) and Huw Rees SFHEA (Senior Teaching Fellow in Educational Development) at Imperial College London

- Caroline Ackroyd (Academic Lead for Staff Development) at the Higher Education Academy

- Dr Abby Cathcart PFHEA (Head of QUT's Academy of Learning and Teaching) at Queensland University of Technology

- Representatives from the Royal Society of Chemistry and Chartered Science Teacher (CSciTeach)

Booking a place

Drawing on the success of the newly launched Accredited Programme Managers Network this invitation-only conference is aimed all who lead, manage, deliver, resource or plan CPD for HEA accredited programmes and schemes (for example, programme/scheme leaders and teams, Heads of Educational Development/Academic Practice and Human Resource teams).

To register for this event please visit the conference webpage and click on the yellow booking link. There is a delegate fee of £75 for the Conference and should you also wish to join them for the conference dinner (at £25) on the evening of 20 June, please also book this when you register for the event.

The conference webpage provides further details of parallel sessions. Registered delegates will be contacted in advance to pre-book onto the parallel sessions on offer.

20th Annual EAUC Conference

This year's 20th Annual EAUC Conference will take place on 25th and 26th May at the University of the West of England. The conference workshops will be split into four categories based on the EAUC's LiFE framework and there will be a variety of content throughout the event that will be of particular interest to this group – in particular, please take a look at the sessions below. There will be an opportunity post-conference to use this group to develop and discuss ideas and topics covered at the event.

Just a reminder that there are some Early Bird Full Conference Packages still available from £274 +VAT, as well as day rate packages and student rates.

Find out more and book now

Workshop 6: Leadership towards the Sustainable University - Students as Integrated Catalysts

Paul Warwick, Centre for Sustainable Futures Lead - Plymouth University, Oliver Slaughter, Student - Plymouth University, Jen Manning, Graduate - Plymouth University

Wednesday 25th May – 14;10 – 15:00

UNESCO's Global Action Programme for ESD advocates for whole institutional change towards sustainability in educational institutions. This session seeks to explore the vital role that higher education students have to play within this process. It draws from the lessons learnt from a range of students as partners' initiatives at Plymouth University. The session will provide practical examples to inspire and motivate participants whilst also being transparent about the shortfalls and gaps in what it has been possible to achieve to date. A key finding of this area of work has been the importance of setting up open and dialogic spaces for students to engage with and take ownership of the sustainability education mission. In the same spirit, considerable space will be provided within the session for open dialogue with participants to share with each other our experiences and ideas for ways forwards in drawing from our students' capacity for leadership, enterprise and critical creativity.

Workshop 12: Taking ESD from a Pocket of Good Practice to a Whole-Institution Strategy

Quinn Runkle, Senior Project Officer: Communities and Curriculum - NUS, Grace Philip, Education for Sustainability Co-ordinator - Anglia Ruskin University, Jessica Willats, ESD Officer - Nottingham Trent University, Valeria Vargas, Education for Sustainable Development Co-ordinator - Manchester Metropolitan University, Maria Xypaki, Curriculum Development Assistant, Sustainability Hub - Kingston University

Wednesday 25th May – 16:05 – 16:55

Students' learning environments are formed through both the formal and informal curriculum as well as the ideas and practices demonstrated to them across their campus and within their community. We know that many institutions see ESD occurring in small pockets within this area. However fostering a whole-institution approach to ESD is significantly more challenging. This session will share engaging case studies from four universities whose work embedding ESD has been effective across all parts of their institution. Delegates will leave with a strong understanding of specific strategies and interventions which they can use within their own institution.

Workshop 14: Design a Student-Led and Staff-Supported Sustainability Hub for your Institution

Felix Spira, Executive Director - rootAbility, Charlotte Bonner, Communities Programme Manager – NUS

Thursday 26th May – 11:10 – 12:00

Want to learn more about how to build strong student and staff partnerships, boost student engagement and structurally embed sustainability within your institution? Then join this session to get inspired and design a student-led and staff-supported sustainability hub. Students, staff and faculty work together in such a hub to implement, and facilitate change towards sustainability in education, research, operations, community and governance. These sustainability hubs - or Green Offices as they are called in the Netherlands – have been set up already at 17 universities in 4 countries and were recognised with the UNESCO Prize on Education for Sustainable Development in 2015.

Workshop 16: Achieving Curriculum Change for ESD in Cash-Strapped Times

Aisling Tierney, Research Assistant (ESD) - University of Bristol, Peter Rands, Director of Sustainability Development - Canterbury Christ Church University, Stephen Scoffham, Visiting Reader (Sustainability and Education) - Canterbury Christ Church University

Thursday 26th May – 11:10 – 12:00

The FE and HE sectors face many funding challenges and this can impact how ESD is implemented and developed institutionally. This session will overview success stories from the University of Bristol and Canterbury Christ Church University, showing how different institutional structures can adapt to provide support for ESD curriculum innovation.

Delegates will review how ESD is integrated into the curriculum, how small grants, particularly aimed at early career staff, can serve as a low-cost catalyst to large-scale change. The case studies will be analysed to see how similar approaches can be adapted to suit FE and HE structures elsewhere.

Workshop 20: Strathclyde Living Laboratory; Embedding Students, Staff and Curriculum into the Campus Sustainability Strategy

Dean Drobot, Energy and Environment Manager – University of Strathclyde and Catalina Silva-Plata, Environmental Coordinator, University of Strathclyde

Thursday 26th May – 13:2 – 16:20

The University of Strathclyde 'Living Lab for Sustainability' programme incentivises students to undertake campus-based sustainability projects integrated with course curriculum. It aims to integrate concurrent research, student ideas and staff initiatives within a space of co-creation, co-operation and experimentation with the aim of enhancing sustainability. To date, more than 30 local and international students have delivered projects in partnership with the Sustainability Team covering a wide range of social, environmental, technical and

commercial practice areas. This workshop session will guide delegates on: engaging academic staff, recruiting high calibre students, curriculum integration, project delivery and effective communication.

Workshop 24: The International Sustainability Literacy Test (SuLiTest)

Victoria Hands, Director of Sustainability - Kingston University, Carole Parkes, Chair of UK and Ireland - PRME - representing the UK SuLiTest Steering Committee

Thursday 26th May – 15:30 – 16:20

How do we measure sustainability? This interactive workshop starts by giving colleagues the opportunity to answer some of the knowledge-based questions from the Sustainability Literacy Test endorsed by the international ESD community and taken by 28,000 students globally. Participants then feedback on the questions and the process. The workshop shares the work of the UK Steering Group on developing the test to expand beyond knowledge-based questions to test graduate attributes (the skills, behaviours and values of sustainability literacy) and to provide a learning resource in itself. Participants work in small groups to develop a question which will be tested on fellow colleagues and considered for the next version of the SuLiTest.

Academic Writing

CLT has been asked to reissue the following details on Academic Writing Support. This section from the previous CLT newsletter notes some of the issues which international students can find particularly challenging in academic writing and suggests ways that teachers can assist international students to become successful writers.

You will find additional resources relevant to teaching academic writing in other entries in this resource. See Language, Reading and note-making, Assessment and feedback, Supervision and Avoiding plagiarism sections.

Theme: Click on each theme to directly access HEA resources
Literacy skills
Study skills
Written assessment
Essays
Reports
Dissertations
Theses
Internationalisation
International students

Internationalising higher education framework

Preparing 21st century graduates to live in and contribute responsibly to a globally interconnected society:

https://www.heacademy.ac.uk/internationalising-higher-education-framework

Internationalisation is of growing importance to higher education (HE) within the United Kingdom (UK) and across the world, driven by political, economic, educational, social and technological advances. This is evident in the diversification of academic communities and the provision on offer, as well as the content, mode, pace and place of learning. In this changing context, it is timely that the Higher Education Academy (HEA), the leading national body for learning and teaching in the UK, has developed this strategic framework with the purpose of inspiring and assisting the sector in a key aspect of internationalising HE: Preparing 21st century graduates to live in and contribute responsibly to a globally interconnected society. The framework has been developed for the UK sector, but may also have relevance for HE systems throughout the world.

Theme: Click on each theme to directly access HEA resources

Curriculum
Curriculum design
Curriculum development
Internationalisation
Global citizenship
Interculturalism
Internationalising the curriculum
Transnational education
Students
International students

Inclusive Curriculum Design (Some very useful links)

HEA:
https://www.heacademy.ac.uk/resources/detail/inclusion/Disability/Inclusive_curriculum_design_in_higher_education

Phil Gravestock's Toolkit
http://www.dmu.ac.uk/documents/about-dmu-documents/professional-services/academic-professional-development/conferences-and-events/addressing-the-different-needs-of-students-05-09-13/inclusivecurriculumdevelopment-resources.pdf

Worcester:
http://www2.glos.ac.uk/offload/tli/lets/lathe/issue3/articles/chapman.pdf

Durham Compendium:
https://www.dur.ac.uk/learningandteaching.handbook/3/12/1/

Plymouth:
https://www.plymouth.ac.uk/your-university/teaching-and-learning/inclusivity/inclusivity-research

Teaching & Learning Conversations (TLCs)

TLC is an exciting cross-institutional collaboration organised by the Manchester Metropolitan University to provide open CPD opportunities for everybody teaching and/or supporting learning in Higher Education. TLCs bring together colleagues from different disciplines, institutions and countries. TLCs are also open to students in HE and students' contributions to the programme are welcomed.

Together, there is discussion and debate on a variety of current teaching and learning topics in a series of webinars which provide a great opportunity to reflect on and share good practice and to find out what is happening beyond your own institution in the more global HE landscape.

All webinars are open to the wider community to join.

Please feel free to share the link to the TLC programme and individual webinars with others who might also be interested. Further information can be found at:

http://www.celt.mmu.ac.uk/flex/tlc.php

 This TLC will also provide participants with an opportunity to discuss the implications of recent changes at the HEA for the UK professional standards framework.

HEA Learning and Teaching Blog

The newly-expanded blog brings together the HE learning and teaching community to debate and share innovation. Available here: https://www.heacademy.ac.uk/blog

Reflective Reading Logs

The University of Roehampton has published a short booklet on using different assessment formats last year and you can see a copy of it at:
http://www.roehampton.ac.uk/uploadedFiles/Pages_Assets/PDFs_and_Word_Docs/LTEU_Documents/10%20ideas%20to%20try%20FINAL%20BOOKLET%202014%20Middlemas%20and%20Vamvakari.pdf

See p. 18 for advice on using Reflective Reading Logs.

One of the most effective ways to encourage students to read is to make the readings part of the formal assessment process, by the judicious use of a Reflective Reading Log. This

encourages the students to read 5-10 articles over a period of 5-10 weeks and to make brief notes about each article as they do so. They can be asked to reflect on topics such as:

- How does this paper / chapter relate to my future professional practice?

- Could it be used as a reference in my end of term essay / assignment?

- If so, which would be a useful quotation, and why?

- Is there anything more that I could find out about this topic?

- Which 2 other authors have also discussed this topic?

The log can later be handed in as an appendix to the main assignment, or given a separate grade (e.g. 10% of the total grade). Student feedback indicates that is a friendly and non-threatening way to encourage reading on unfamiliar topics. They can also bring their logs to class, to discuss with a peer group.

Designing Accessible Courses

Dr John Bostock has led an institutionally represented group to explore potential in course design based on changes to the DSA for HE, thereby preparing to be responsive to the consideration of advancing disability equality within our standard provision. The group allowed a consolidation of ideas in order to incorporate an 'advisory toolkit' as integral to the UG framework. This consists of advice and guidance/guidelines with examples for staff to access and can be found on the following link entitled 'Designing Accessible Courses':

https://go.edgehill.ac.uk/pages/viewpage.action?pageId=18055865

Finally

New Publications

Universities and Global Human Development: Theoretical and empirical insights for social change (Routledge Studies in Sustainable Development) Boni, A. and Walker, M. (2016)

This book makes the case for a critical turn in development thinking around universities and their contributions in making a more equal post-2015 world. It puts forward a normative approach based on human development and the capability approach, one which can gain a

hearing from policy, scholarship, and practitioners dealing with practical issues of understanding policy, democratising research and knowledge, and fostering student learning - all key university functions.

The book argues that such an approach can elucidate development debates drawing on local, national and international issues and examples to show why higher education matters for sustainable development goals both in educational and social terms. It advocates a new arena of engagement with universities as key sites of development and freedoms beyond human capital and challenges development omissions and gaps around university education. The book explores how the human development approach addresses the following core ideas: the meaning of well-being, the idea of agency, participation and democratic citizenship, how to address inequalities, the relation between local and global, and the idea of equitable partnerships.

This book is addressed to researchers and postgraduate students in development studies, university education, the capability approach and human development community.

Engaging Stakeholders in Education for Sustainable Development at University Level (World Sustainability Series) Fihlo W. L. and Brandli, L. (2016)

This book discusses the role of ESD stakeholders at university level, involving civil society and the private sector and public sectors (including local, national and intergovernmental bodies). In particular, it describes practical experiences, partnerships, networks, and training schemes for increasing the capacity of ESD and other initiatives aimed at promoting education for sustainable development taking place at institutions of higher education. In order to meet the pressing need for publications that may promote stakeholders' involvement in ESD in higher education, the book particularly focuses on state-of-the-art approaches, methods, initiatives and projects from around the world, illustrating the contribution of different stakeholder groups to sustainable development in higher education on an international scale.

The CLT team hope that you continue to find our regular newsletters useful in supporting Teaching, Learning and Assessment.

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