

*Dear Colleagues*

*This is our third regular newsletter with news and updates around Teaching, Learning and Assessment for the academic year 2014-15. Thank you for all your responses and feedback concerning the previous communications in October and November 2014 and the regular CLT emails over the past two academic years.*

*For this newsletter the CLT team has built on previous communications and has collated further resources particularly on the themes of Academic Writing, Education for Sustainable Development (ESD), Assessment and Feedback, Technology Enhanced Learning (TEL), Quia (Quintessential Instructional Archive), Student Transitions, Teaching and Learning Conversations (TLCs) and Arts and Humanities Blogs and Publications (HEA) most of which are 'lenses' on the UG framework wiki.*

First a reminder of the UG/PG Framework wiki which colleagues have requested direct access to in recent weeks especially for preparation in validations or periodic reviews.

The wiki contains a series of lenses with resources as follows and all can accessed on the link below:

- Inductions and Transitions
- Learning Literacies
- Personal Tutors
- Teaching, Learning and Assessment
- Internationalisation
- Work-based and Work-related Learning
- Personal Development Planning
- Technology Enhanced Learning
- Employability
- Education for Sustainable Development

UG Framework wiki link: <https://go.edgehill.ac.uk/wiki/display/ufr/Home>

NB: You will need your username and password to access the wiki.

### **The CLT professional development series**

There are a number of forthcoming professional development sessions scheduled for 2015. The [2014/15 Programme of Events](#) has been coordinated by the CLT in response to the

emerging themes and priorities highlighted by Faculties. The programme of events is available to book through the on-line booking system.

### **Academic Writing**

This section 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](#)

### **Education for Sustainable Development (ESD) in Higher Education**

Here's (another) new book on sustainability and HE.

*Implementing Sustainability in Higher Education: Learning in an age of transformation*

By Matthias Barth Routledge • October 2014 • 226 pages      HB: 978-0-415-83374-5

In a time of unprecedented transformation as society seeks to build a more sustainable future, education plays an increasingly central role in training key agents of change. This book asks how we can equip students and scholars with the capabilities to promote sustainability and how the higher education curriculum can be changed to facilitate the paradigm shift needed.

Across the globe, a rising number of higher education institutions and academics are responding to these questions by transforming their own teaching and learning and their institutions' curricula. This book contributes to that development by examining in-depth case studies of innovative approaches and curriculum changes at multiple levels of the education sector. Elaborating key principles of higher education for sustainable development and identifying drivers and barriers to implementing sustainability in the curriculum, the book provides a comprehensive overview of what makes higher education for sustainable development a unique field of research and practice, as well as offering a coherent narrative of how change can be effected in it.

This much-needed book is a valuable resource to inform, guide and inspire students, academics, administrators and community partners, whether experienced or new to the field, whether already committed or not to higher education for sustainable development in an age of transformation.

### **Newsletter on Education for Sustainable Development**

The November newsletter from UNESCO on ESD is now available and has some information on the world Conference as well as WEEC. To access please visit:

<http://us8.campaign-archive2.com/?u=ed96882dc5043627b08300be8&id=5120b37341&e=9255194489>

### **The UNESCO ESD Conference in Japan November 2014 and related events**

I thought it might be helpful if I shared with you key information and documents arising out of the recent events in Japan.

The United Nations University 9th Global Conference of Regional Centres of Expertise and have released information of the new accredited centres as well as a Yokohama Declaration to support the Global Action Plan on ESD. If you would like to find out more please visit:

[http://www.rce-network.org/portal/9th\\_Global\\_Conference](http://www.rce-network.org/portal/9th_Global_Conference)

UNEP also held a Forum on the Global Universities Partnerships on Environment and Sustainability (GUPES). Below is an extract (taken from GUPES document) summarising key international HE for SD projects:

- 2014 Toolkit for Greening Universities: The 2014 Toolkit will include updates measuring sustainability across universities, cost/benefit analysis, as well as new case studies on the greening of campuses.
- Sustainability indicators for universities: The development of sustainability indicators for university campuses is ongoing in partnership with universities in Africa, Europe and Latin America. This activity is closely linked to the Greening Universities Toolkit, and focuses on the development of Sustainability Indicators for Universities.
- Sustainable Campus Initiative: The Environment Agency-Abu Dhabi (EAD), in conjunction with Borouge, has launched the Sustainable Campus Initiative, an extension of the Sustainable Schools Initiative. The main goal of the project is to have university students in the UAE take responsibility for their ecological footprint at their university campuses.
- The Sustainability Literacy Test: The Sustainability Literacy Test is a free on-line Multiple Choice Question (MCQ) assessment. It assesses the minimum level of knowledge in economic, social and environmental responsibility, applicable all over the world, in any kind of Higher Education Institution (HEI), in any country, for students from any kind of tertiary-level course.
- International Training Programmes on Higher Education for Sustainable Development: Launch of a publication documenting change projects undertaken through the ITP, with support from SIDA
- University Educators for Sustainable Development (UE4SD): Launch of a report mapping opportunities to develop ESD competencies across 33 countries in Europe, [www.ue4sd.eu](http://www.ue4sd.eu)
- The GUPES webpage will upload slides and key project documents shortly....

<http://www.unep.org/training/programmes/gupes.asp>

**Stephen Sterling: Professor of Sustainability Education**

Some of you might be interested to see a couple of short articles that Professor Stephen Sterling at Plymouth University recently had published on-line.

This first one around ESD was invited by Routledge to be part of their just-launched 'Sustainability Hub' of resources and books:

<http://www.routledgetextbooks.com/textbooks/sustainability/education.php>

The second was invited by World University News - and links to a longer paper did for JESD looking the links and divergence between the ESD and SD communities in the light of the upcoming Sustainable Development Goals (SDGs):

<http://www.universityworldnews.com/article.php?story=20141126162856455>

You might want to have a look at the new sustainability education pages at Plymouth University:

<https://www.plymouth.ac.uk/your-university/sustainability/sustainability-education>

**Students and education for sustainable development (ESD)**

Sustainable development is currently high on the student agenda. Students are increasingly showing demand for HE providers to actively promote the subject and incorporate it into their programmes.

Students are critical partners in the transition to a more sustainable economy and society through education. When students work with academic experts, their creative energy can lead to the development of innovative teaching and assessment techniques.

Student learning about sustainable development is as much about the informal curriculum, or the 'university experience', as it is the formal assessment-led curriculum. When students are immersed in their experience, they can provide a fresh approach to formal and informal education for sustainable development (ESD).

**The HEA and the National Union of Students (NUS) on ESD**

The HEA works closely with the National Union of Students (NUS) and the student community in the development and delivery of ESD. Research conducted in collaboration with the NUS shows that over 80% of students would like their university or college to cover sustainability, with over two-thirds hoping to see sustainability included in as part of their programme.

The outcomes of this research can be found in the report [Student attitudes towards, and skills in, sustainable development](#).

### **Quia (Quintessential Instructional Archive)**

<http://www.quia.com/web>

#### **What is Quia?**

Quia is pronounced key-ah, and is short for Quintessential Instructional Archive. Quia provides a wide variety of tools, including:

- Templates for creating sixteen types of online activities, including flashcards, word search, battleship, challenge board, and close exercises. Quia activities are designed with different learning styles in mind to suit the needs of all students.
- Complete online testing tools that allow you to create quizzes, grade them with computer assistance, and receive detailed reports on student performance.
- Access to over 3 million online activities and quizzes in 300 categories. All of the shared activities have been created by teachers from around the world.
- A network that allows effortless collaboration with other colleagues.
- Online surveys for gathering student and teacher feedback.

I have formerly recommended this resource-rich site to trainee teachers in Further Education and Training (FET) in order to provide a multitude of ready-made, downloadable resources for use in many subject areas. Although some are fairly basic, a number of them could be appropriate for quick, informal tests or quizzes in many subject areas and disciplines. There is a 30 day free trial.

### **Making feedback work involves more than giving feedback – Part 1 the assessment context**

Idea 27 Part 1 of [Graham Gibbs'](#)3 Powerful Ideas All Teachers Should Know About is now available on the SEDA [website](#) and [blog](#). Follow discussions about this on Twitter using [#53ideas](#).

### **And from Phil Race (2014)**

A popular bit from 'Making Learning Happen' (2014), comparing (controversially?) eleven types of assessment.

Also a couple of tables on 'Planning and evaluating your teaching' which will be in the final chapter of the forthcoming 4th edition of 'The Lecturer's Toolkit' coming out early next year.

Here is the link: <http://phil-race.co.uk/bits-new-books-6th-november/>

### **Student transitions**

The HEA's student transitions work stream explores the reasons for differing levels of student success and helps national policy-makers, institutions and individuals adopt strategies, policies and practices to address associated issues.

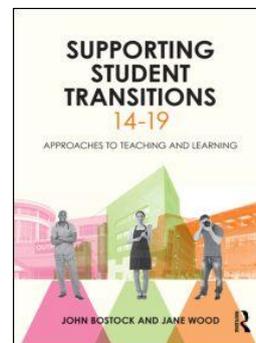
<https://www.heacademy.ac.uk/workstreams-research/workstreams/student-transitions>

### **Supporting Student Transitions**

Approaches to teaching and learning

By John Bostock and Jane Wood (2014)

[eInspection Copy](#)



Drawing out and critically analysing the key features of both pedagogy and andragogy, the book presents the best elements of each to provide all tutors and practitioners involved in the teaching of 14-19 learners with clear strategies for supporting this group. Practical advice backed by sound theory will provide readers with a clear understanding of the requirements and needs of learners in the school, college and university. Topics explored include:

- The role of the teacher/Lecturer in supporting student transitions
- Understanding transition focused approaches
- Emotional and social factors involved
- Recognising difficulties and helping students prepare

[Read more...](#) | August 2014 | Pb: 978-0-415-82287-9

### **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>

### **From the HEA**

Here are some examples of December's Arts and Humanities blog posts. Please click on the title to take you to the website and the respective blog:

- [Flexible learners for a global future](#) by Dr Alison Le Cornu
- [Enhancing employability through enterprise education](#) by Maureen Tibby
- ['To see us as others see us' - Embedding modern languages across the disciplines](#) by Dr Catriona Cunningham
- [Re-assessing innovative assessment](#) by Dr Erica Morris

If you would like to be one of the HEA guest bloggers, they'd love to hear from you. Please contact [Dr Jenni Carr](#) to discuss how you might contribute a blog to the site.

### **HEA Publications and resources**

The following publications have been released by the HEA during recent months:

[\*\*Dancing with Interdisciplinarity: interdisciplinary strategies and practices in HE performing arts\*\*](#)

This report investigates the strategies and practices of interdisciplinary learning, teaching and assessment in HE performing arts.

It summarises what the current situation is regarding interdisciplinary strategies and practices in relation to HE dance, drama and music. It identifies institutional enablers and inhibitors and provides recommendations about measures institutions might take in order to prepare for and implement these practices.

[\*\*A pilot study: engaging academics through industrial scholarships\*\*](#)

This study reports on the findings of a HEA funded project with Aston, Edinburgh and Nottingham Universities to inform the curriculum and support graduate employability. The pilot programme has examined key issues affecting the area of research, curriculum design and relationship building related to both the internal and external environment.

This study is relevant as it makes a series of recommendations which are intended to strengthen the university-business engagement opportunities in the areas of collaborative practice, teaching and learning quality enhancement and university – work student transitions.

### **Enhancing employability through enterprise education**

Enterprise education equips students with the attributes, capabilities and skills that enhance their employability and enable them to be entrepreneurial in a range of settings including employment. It is “the process of equipping students (or graduates) with an enhanced capacity to generate ideas and the skills to make them happen”. (QAA 2012).

This HEA resource seeks to share, disseminate and encourage good practice in enterprise education across the disciplines. The case studies provided represent higher education providers (HEPs) across the UK and provide diverse and innovative approaches to addressing enterprise education at a discipline and university level. Profiles of organisations that can support HEPs in addressing enterprise education are also included. This publication was released at an enhancement event that took place on 4th December 2014 in Cardiff. Further details of this event including presentations are available on the HEA [event webpage](#).

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

**Dr John Bostock**

**Senior Lecturer in Teaching and Learning Development**

**International SOLSTICE e-Learning Conference**  
Thursday 4th and Friday 5th June 2015

**International CLT/University Learning and Teaching Day**  
Monday 29th June 2015

**Centre for Learning and Teaching**  
‘The Lodge’  
Edge Hill University  
St Helens Road, Ormskirk,  
Lancashire, L39 4QP

Web pages: [www.edgehill.ac.uk/clt](http://www.edgehill.ac.uk/clt)

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**UNIVERSITY  
OF THE YEAR**  
TIMES HIGHER  
EDUCATION AWARDS