

Dear Colleagues

This is our second regular email 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 in October and November 2014, January and March 2015 and the regular CLT emails over the past three academic years. The emails are also available as newsletters on the CLT website.

For this email I have built on built on previous communications and collated further resources particularly on the themes of Academic Writing, Education for Sustainable Development (ESD), Inclusive Curriculum Design, Digital perspectives on the UKPSF, Graham Gibbs' 53 Powerful Ideas All Teachers Should Know About Teaching, and Learning Conversations (TLCs) including a forthcoming Webinar on the 26th January 2016 and ways to get conversations around different contexts/subjects started and Arts and Humanities Blogs and Publications (HEA) most of which are 'lenses' on the UG framework wiki. There is also some information on the EHU CPD Scheme (UKPSF) and the awards of D1-D4 (Associate Fellow, Fellow, Senior Fellow and Principal Fellow of the HEA). Finally there are links to a useful text called 'A Handbook for Teaching and Learning in Higher Education: Enhancing academic practice.'

UG/PG 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.

EHU CPD Scheme (UKPSF)

29 colleagues have successfully achieved Fellowship status in 2014/15 and over 50 colleagues across the university are now engaging with the EHU CPD Scheme (UKPSF) for recognition of HEA

Fellowships categories 1-4 with 17 expecting decisions at the end of January 2016. You can find details of scheme on the link below:

<http://www.edgehill.ac.uk/clt/professional-development/edge-hill-university-cpd-scheme-ukpsf/>

The aims of the EHU CPD scheme (UKPSF) are to:

- Align with and promote the Professional Standards Framework (UKPSF) and reflect the aspirations of the Higher Education Academy (HEA)
- Contribute to achieving, enhancing and developing the University's strategic objectives for learning and teaching and staff development
- Be effective in supporting and enabling Faculty/Area/Departmental learning and teaching strategies
- Enable applicants to enhance and develop their professional practice by providing opportunities to evidence that development where appropriate
- Contribute to individuals' career development by supporting and informing innovative and reflective practice
- Be collaborative and harness expertise from across the institution and beyond
- Offer flexible and creative opportunities for staff to engage in professional development that is meaningful to them and supports them in enhancing their practice with a focus on continuous enhancement of the student experience
- Provide opportunities for peer to peer learning, networking and dissemination within the university and beyond

UKPSF, JISC and a digital perspective

Helen Beetham at Jisc is adapting the UKPSF statements with a digital perspective. I think this very useful as there aren't many aspects of learning and teaching leadership that excludes digital these days. Tony Bates talks about this in his brilliant book which I'm sure you'll also find hugely interesting - and openly available online

[\(http://opentextbc.ca/teachinginadigitalage/\)](http://opentextbc.ca/teachinginadigitalage/)

Helen is inviting feedback on her work via the Google doc below. Just go into the document and edit, and it will automatically 'track change' your comments. This is intended as a framework to help teachers and leaders develop their digital practice. It is not a replacement for the UKPSF statements.

<https://docs.google.com/document/d/1m6OGk15ZEb3ul3LGvBZjwd6kARWtVRmnNU1WuQwzK4E/edit#>

The CLT professional development series

There are a number of forthcoming professional development sessions scheduled for 2015/16. The [2015/16 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.

53 Powerful Ideas All Teachers Should Know About

Rewarding excellent teachers may not improve teaching much

Idea 41 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 (Symposium on Sustainable Development Research at Universities in the United Kingdom)

Many universities in the United Kingdom perform high quality research on matters related to sustainable development. Yet, there are relatively few events where a multidisciplinary overview of research efforts and projects has taken place, and where researchers from across the spectrum of the natural and social sciences have had the opportunity to come together to discuss research methods, the results of empirical research or exchange ideas about on-going and future research initiatives focusing on sustainable development.

It is against this background that the “Symposium on Sustainable Development Research at Universities in the United Kingdom” is being organised by Manchester Metropolitan University, in cooperation with a number of institutions of higher education active in this field, from across the country. It will involve researchers in the field of sustainable development in the widest sense, from business and economics, to arts and fashion, administration, environment, languages and media studies.

The Symposium will focus on “Sustainable Development Research in the United Kingdom” and will contribute to the further development of this fast-growing field.

The aims of the “Symposium on Sustainable Development Research at Universities in the United Kingdom” are as follows:

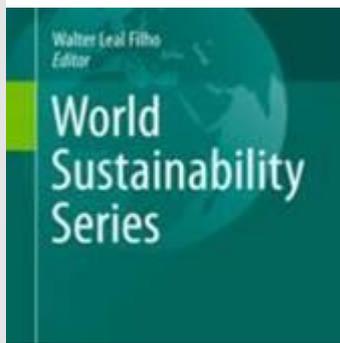
- i. To provide researchers at UK universities performing research on issues pertaining sustainable development with an opportunity to display and present their works (i.e. Curriculum innovation, empirical work, activities, case studies practical projects);
- ii. To foster the exchange of information, ideas and experiences acquired in the execution of research projects, especially successful initiatives and good practice;
- iii. To discuss methodological approaches and projects which aim to offer a better understanding of sustainable development across society and economic sectors and;
- iv. To network the participants and provide a platform so they can explore possibilities for further cooperation.

Last but not least, a further aim of the event will be to document and disseminate the wealth of experiences on sustainable development research in the UK today. To this purpose, a peer-reviewed book titled “Sustainable Development Research at Universities in the United Kingdom” will be published, with all accepted papers. This will be part of the award-winning “World Sustainability Series”, published by Springer, one of the world’s top five scientific publishers.

Expressions of interest to take part in the event are now being sought. The Symposium is a self-funded initiative, and therefore a fee of £ 160 (plus VAT) will be charged to delegates to offset the preparation costs. The fees includes a reception in the evening of 5th April 2016, as well as lunches and refreshments on 5th-6th April 2016. Interested persons should contact the Convenor, Professor Walter Leal, for further details and to discuss their possible participation: w.leal@mmu.ac.uk.

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You can see here the books Published in 2015: [World Sustainability Series \(Titles in this series\)](#)



[World Sustainability Series \(Titles in this series\)](#)

Titles in this series - Due to its scope and nature, sustainable development is a matter which is very interdisciplinary, and draws from knowledge and inputs from t...

[View on www.springer.com](#)

Preview by
Yahoo

Eco linguistics: language, ecology and the stories we live by (new publication)

Recently Routledge published a book entitled *Eco linguistics: language, ecology and the stories we live by*. In the book a new vision for Eco linguistics as an engaged practice is presented which questions the stories we live by, and contributes to the search for new ones. Hopefully it provides **some practical tools for students** across all disciplines to question some of the founding myths of an unsustainable industrial civilisation, and start thinking about new ones that work better in the conditions of the world that we face.

You can get a free e-inspection copy here:

<http://www.routledge.com/books/details/9780415837835/>

ESD Dissertations for Good

The NUS has recently launched a website for its 'Dissertations for Good' initiative, which partners students with organisations to collaborate on dissertations into economic, social and environmental sustainability. A dissertation for good is any piece of student work that contributes in a tangible way, by producing a report that is useful for their partnered organisation.

Find out more about Dissertations for Good [here](#).

Place in Research: Theory, Methodology, and Methods

Eve Tuck and Marcia McKenzie

Series: Routledge Advances in Research Methods

A new book on *Place in Research* co-written with Eve Tuck came out a few months ago and may of interest to you, or your students or colleagues. The web link to info on the book can be found here: <http://www.routledge.com/books/details/9780415626729/>.

Bridging environmental and indigenous studies and drawing on critical geography, spatial theory, new materialist theory, and decolonizing theory, this volume examines the sometimes overlooked

significance of place in social science research. The book explores how researchers come to terms - theoretically and practically - with place in the context of settler colonialism, globalization, and environmental degradation. It outlines a trajectory of critical place inquiry that furthers empirical knowledge, and ethically imagines new possibilities for collaboration and action. Critical place inquiry mobilizes research methods which address place explicitly and politically.

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>

The first Teaching and Learning Conversation of 2016 will be **12:00-13:30 on Tuesday 26th January** and explores "**Evolving approaches to the HEA's UK Professional Standards Framework**". A panel of colleagues from three institutions, University of Northampton (Shirley Bennett and Ale Armellini), Manchester Metropolitan University (Kath Botham) and Sheffield Hallam (Paddy Turner and Andrew Middleton) will share their approaches and experiences of implementing their own schemes to enable staff to receive accreditation of their professional practice. Short presentations will be followed by a panel discussion enabling participants to comment and put question to our panel presenters.

Full details can be found at the TLC website - <http://wp.me/p6HUdF-5f>

Overviews of each institutional scheme can be found at the following links:

University of Northampton - <http://www.northamptonilt.com/your-professional-development/>

Manchester Metropolitan University - <http://www.celt.mmu.ac.uk/psf/index.php>

Sheffield Hallam University - <https://blogs.shu.ac.uk/talent/>

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.

Joining the conversation:

Simply follow this link <http://mmu.adobeconnect.com/tlc/> and enter as a guest by typing your name, institution and country into the name field and clicking on the "Join Meeting" button.

Whether or not you have previously participated in a webinar or online activity using Adobe Connect we advise that you make sure that you do some checking and preparation in advance. [Check your set-up and connection here.](#)

You may also find our [Adobe Connect Webinar Participant Guide](#) useful to print out in advance of the session. We really hope that you will be able to join for what should be a lively and highly interactive TLC.

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.

Finally

A Handbook for Teaching and Learning in Higher Education: Enhancing academic practice

Paperback – 12 Aug 2014 by Heather Fry (Author, Editor), Steve Ketteridge (Author), Stephanie Marshall (Author, Editor)

This entirely new edition of a very successful book focuses on developing professional academic skills for supporting and supervising student learning and effective teaching. It is built on the premise that the roles of those who teach in higher education are complex and multi-faceted. A Handbook for Teaching and Learning in Higher Education is sensitive to the competing demands of teaching, research, scholarship, and academic management.

The new edition reflects and responds to the rapidly changing context of higher education and to current understanding of how to best support student learning. Drawing together a large number of expert authors, it continues to feature extensive use of case studies that show how successful teachers have implemented these ideas. It includes key topics such as student engagement and motivation, internationalisation, employability, inclusive strategies for teaching, effective use of technology and issues relating to postgraduate students and student retention.

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

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Edge Hill University

**UNIVERSITY
OF THE YEAR**

TIMES HIGHER
EDUCATION AWARDS