November 2014

Centre for Learning and Teaching Newsletter

Edge Hill University

Dear Colleagues

*This is our second 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 communication in October 2014 and the regular CLT emails over the past academic year. For this email 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, Technology Enhanced Learning (TEL) and Student Transitions,** all 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 validation or periodic review.

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**

A Handbook for International Students, 4th Edition
By Stephen Bailey

Most international students need to write essays and reports for exams and coursework, but writing good academic English is one of the most demanding tasks students face. This new, fourth edition of Academic Writing: A Handbook for International Students has been completely revised to help students reach this goal.

The four main parts of Academic Writing are:
- The writing process
- Elements of writing
- Vocabulary for writing
- Writing models

❖ **New HEA Framework (Internationalisation)**
The HEA launched their framework on internationalisation at the annual conference in July 2014. It is modelled on the UKPSF dimensions of practice in terms of Activity, Values and Knowledge and specifically concentrates on Curriculum, Organisations and People to evidence the impact of associated activity on practice, to promote collegiality within and across local, national and international contexts, and to make effective use of reciprocal and collaborative ways of working within and across those contexts. Of particular use to curriculum designers and developers is the emphasis on developing an inclusive ethos, fostering intercultural engagement, enabling a global learning experience, facilitating a global academic community and embedding global social responsibility in all curricula.

❖ **Education for Sustainable Development (ESD)**

New roadmap on Education for Sustainable Development to be discussed in upcoming conference:
[http://wa2.www.unesco.org/new/typo3temp/pics/4461052883.jpg]
http://www.unesco.org/new/en/unesco-world-conference-on-esd-2014/about-the-conference/dynamic-content-single-view/news/new_roadmap_on_education_for_sustainable_development_to_be_discussed_in_upcoming_conference/index.php?eID=tx_cms_showpic&file=fileadmin%2FMULTIMEDIA%2FHQ%2FED%2Fimages%2FGFOC.jpg&md5=89f1b79adff82a078804c258416d081c09adc849&parameters[0]=YTo0OntzOjU6IndpZHRoIjtzOjQ6IjUwMG0iO3M6NjoiaGVpZ2h0IjtzOjM6IjUw&parameters[1]=MCI7czo3OiJib2R5VGFnIjtzOjI0OiI8Ym9keSBiZ0NvbG9yPSIjZmZmZmZmIj4i&parameters[2]=O3M6NDoid3JhcCI7czozNzoiPGEgaHJlZj0iamF2YXNjcmlwdDpjbG9zZSgpOyI%2B&parameters[3]=IHwgPC9hPiI7fQ%3D%3D

With just one month to go before the UNESCO World Conference on Education for Sustainable Development (ESD) in Aichi-Nagoya, Japan, all Permanent Delegates and Observers to UNESCO in Paris were briefed on 13 October on preparations for the event so far.
Chaired by Mr Qian Tang, Assistant Director-General for Education, the meeting focused on the details of the conference which will mark the end of the UN Decade of ESD (2005-2014) and launch the Global Action Programme GAP, endorsed by the 37th UNESCO General Conference.

"The GAP on ESD is a concrete step to implement an important outcome of the UN Conference on Sustainable Development in 2012, where Member States committed to promote Education for Sustainable Development and will integrate sustainable development more actively into education beyond the UN Decade of ESD," Mr Tang said.

Of the 1,000 expected participants at the global conference in Nagoya, 868 have been confirmed from 120 countries. Out of a total of 81 participants at the ministerial level, 68 Ministers, mainly representing Ministries of Education and Environment, have also been confirmed. The conference will host four plenary sessions and a high-level roundtable over a 3-day period, with 34 workshops, 25 side events and 42 exhibition booths.

Under the banner of "Learning Today for a Sustainable Future," the conference aims to secure a Roadmap through the GAP, to allow government representatives and other key stakeholders to formulate new proposed goals and objectives, priority action areas and strategies. The conference will close with the announcement of the Aichi-Nagoya Declaration.

❖ **Conference (ESD)**

Keynote speakers: Dr Jane Davidson (University of Wales, Trinity St David) and Professor Stephen Sterling (Plymouth University)

January 2015 sees the end of the UN Decade of Education for Sustainable Development (ESD), the ten-year anniversary of HEFCE's influential policy document *Sustainable Development in Higher Education*, and marks ten years since the Centre for Sustainable Futures (CSF) was

established at Plymouth University, with the ambitious goal to embed sustainability across university policy and practice, particularly in teaching and learning. This conference will bring together, showcase, and celebrate achievements in sustainability-related teaching and learning, and explore the following themes:

- ESD Pedagogy: Criticality, Creativity and Collaboration
- Innovative Learning Spaces for sustainability education
- Towards the Sustainable University

Registration Now Open

Centre for Sustainable Futures | Plymouth University

Room 104, Kirkby Lodge, Drake Circus, Plymouth PL4 8AA | tel 01752 5888

❖ **Schooling for Sustainable Development in Europe (Book)**
Concepts, Policies and Educational Experiences at the End of the UN Decade of Education for Sustainable Development. Series: Schooling for Sustainable Development, Vol. 6

▸ Examines the implementation of Education for Sustainable Development (ESD) programs in schools across Europe

▸ Features case studies from individual countries and regions throughout Europe

▸ Helps readers gain valuable insights into how to help students develop the knowledge, skills and values needed to shape a sustainable future

This book examines the implementation of Education for Sustainable Development (ESD) programs in schools across Europe. It describes and analyses how individual countries and the region as a whole have established teaching and learning methods to help student develop the competencies needed to be part of a sustainable society. Featuring chapters written by experts throughout Europe, the book first provides a general overview of ESD in various contexts, including the state-of-the-art of ESD theory and conceptual development; political and social analysis;

http://link.springer.com/book/10.1007%2F978-3-319-09549-3

❖ **Enhancing Teacher and Student Interactions in Higher Education through Video Enhanced Reflection on Practice (Book)**
In: Kennedy, H.A., Landor, M., Todd, L, ed. Video Interaction Guidance: A Relationship-based Intervention to Promote Attunement, Empathy and Wellbeing. London and Philadelphia: Jessica   Kingsley Publishers, 2011, pp.181-195. ISBN 9780857004147

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❖ **Publications on Peer and Self-Assessment**

2004 Use of peer and self-assessment to distribute group marks among individual team members: Ten years' experience, in Healey M and Roberts J (Eds) *Engaging students in active learning: case studies in geography, environment and related disciplines,* Cheltenham: University of Gloucestershire, Geography Discipline Network and School of Environment pp116-121 (Healey M and Addis M)
http://insight.glos.ac.uk/tli/resources/toolkit/resources/Pages/EngagingStudentsinActiveLearning.aspx

❖ **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/

❖ **TEL links provided by David Callaghan (LTD)**
- The Best of TEL blog series: http://blogs.edgehill.ac.uk/learningedge/category/guest-blog/
  The most recent is a post by Anne McLoughlin about using Collaborate to engage learners.

- The LTD team poster with contact details:
  http://www.eshare.edgehill.ac.uk/id/document/8219

❖ **Direct links to the Learning Services wiki:**
Systems for learning, teaching and research:
https://go.edgehill.ac.uk/display/ls/Systems+for+learning%2C+teaching+and+research
… this gives an overview of all the technologies available at the University.

Building and teaching in Learning Edge:
https://go.edgehill.ac.uk/display/ls/Building+and+teaching+in+Learning+Edge
… specifically, the guides in all the sections.

Professional liaison LTD: https://go.edgehill.ac.uk/display/ls/Professional+liaison+LTD

… with an emphasis on the document: planning terms for new curriculum and a link to the Developing Digital Excellence programme.

Finally a wealth of other supportive documentation:
https://go.edgehill.ac.uk/display/ls/Learning+Technology+Development

❖ **Graham Gibbs on teaching lecturers to teach (9th October 2014) and 53 Powerful Ideas All Teachers Should Know About**

Could training schemes for teachers help to improve student learning? asks Graham Gibbs.

The article concludes with the following:

'It is clearly possible to become a wonderful teacher with no training. However, it is also clearly possible to remain terrible for years, or even over an entire career, and also to be miserable while teaching. Well-conceived training hastens the development process and makes it less likely that teachers remain "stuck" with a narrow and naive focus of attention, a crude conception of teaching, a limited ability to respond to varied situations and half-baked rationales.'

Paste the following link into your web browser for the full article:

http://www.timeshighereducation.co.uk/news/graham-gibbs-on-teaching-lecturers-to-teach/2016202.article

However, further ideas from Gibbs suggest how 'training' in a conventional sense is not necessarily the answer:

Gibbs states 'the most useful training of university teachers does not involve 'training'.

Idea 21 of Graham Gibbs' 53 Powerful Ideas All Teachers Should Know About is now available on the SEDA website and blog

Follow discussions about this on Twitter using
#53ideas

❖ **HEA workshop: Ways of knowing, ways of learning: innovation in pedagogy for graduate success** on Thursday, 27 November, 2014 - 09:00

Offering innovative and differing approaches to learning and teaching is vital if we are to engage increasingly diverse student populations, and support and prepare students for diverse paths after graduation. In this context, student-led peer learning has become an

increasingly attractive pedagogic option. However there is still little sense of how many institutions engage in peer-assisted learning (PAL), how they understand such learning or indeed what best PAL practice is.

Details and booking facility can be found here:

https://www.heacademy.ac.uk/events-conferences/event9816

❖ **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

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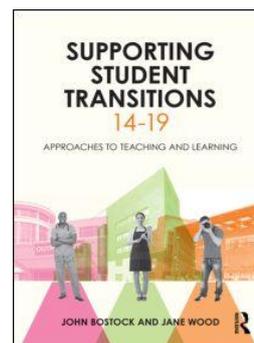
The CLT team hope that you continue to find our regular newsletter useful in supporting Teaching, Learning and Assessment.

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
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UNIVERSITY OF THE YEAR

TIMES HIGHER
EDUCATION AWARDS