

Dear Colleagues

This is our first regular email newsletter for the academic year 2017-18 with more news and updates around Teaching, Learning and Assessment. Thank you for all your responses and feedback concerning the previous communications. The emails are also available as pdf newsletters on the [CLT website](#).

For this email I have again built on previous communications and collated further resources particularly on the themes of Education for Sustainable Development (ESD) with links to new publications and conferences, Inclusive Curriculum Design and Designing Accessible Courses, The Supporting Transitions Group, Graham Gibbs' 53 Powerful Ideas All Teachers Should Know About, Teaching and Learning Conversations (TLCs), Blogs on Academic Writing and forthcoming ESD Symposia including calls for papers and HEA Events.

EHU CPD Scheme (UKPSF) Updates

96 colleagues have successfully achieved Fellowship status through our internal scheme since January 2015 and 68 colleagues across the university are now engaging with the application process. 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

Successful Applicants' Feedback 2017

- "I have now received my D3 Senior Fellow of the Higher Education Academy accreditation, and would like to thank CLT and all those involved who helped me to achieve this status. I could not have done it without you! Many thanks for all your support."
- "Thank you CLT – I have registered and received my certificate already. I hope that all current and newly appointed experienced staff take advantage of what you offer and the support available from yourselves for HEA Fellowship. Again, thank you."
- "Many thanks for this and for the support of CLT throughout."

The Institutional Teaching and Learning Fellowship

CLT also manages and co-ordinates the Learning and Teaching and SOLSTICE Fellowship schemes which are integral to Edge Hill's desire to develop and recognise excellence in teaching and learning within the University.

The scheme is designed to:

- enhance learning of students by the dissemination of good practice across the University
- recognise and support excellence in teaching for learning and learning support activity
- strengthen the implementation of the University Learning and Teaching Strategy

Fellowships provide an opportunity to achieve personal and professional development and to share good practice across the University and to contribute within a vibrant community to sharing 'practical examples that work'. This includes contribution to the future direction of learning and teaching strategies and to the expanding base of scholarship of learning and teaching at Edge Hill.

It is expected that Fellows will demonstrate ongoing commitment to teaching and learning development within the context of University priorities. This will be coupled with taking responsibility related to teaching and learning leadership within their subject, faculty, or service area and at University level.

All 52 of our Institutional Fellows contribute to the CLT Staff Development Series (see below) by disseminating aspects of their work to other colleagues. This work is aligned to Institutional Teaching and Learning Priorities. Through this dissemination, colleagues are able to take away practical ideas around Teaching, Learning and Assessment to share with staff in their areas and to apply to their own teaching. The Fellows also act as Internal Reviewers and Mentors for the EHU CPD Scheme (UKPSF) for recognition of HEA Fellowships, and in many instances as Personal and Academic Tutors (PATs) for the PGCTHE.

Dr John Bostock of the CLT has been accepted to present a concept map and paper at the National Annual SEDA conference in November 2017 which critically explores the positive impact of our University Fellowship on teaching and learning. Details of the conference can be found here:

<https://www.seda.ac.uk/events/info/467>

The CLT professional development series

There are a number of forthcoming professional development sessions scheduled for the academic year 2017/18. [The 2017/18 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 in MY VIEW and each session is mapped to the UKPSF and to the respective PGCTHE modules. Themes of particular interest are 'Assessment and Feedback', 'NSS', 'Organisation and Management' and 'Managing Student Perceptions'.



ESD

Sustainability in Higher Education Conference
11th January 2018, University of Plymouth, UK.
Hosted by PedRIO

The UN's recently launched Sustainable Development Goals (SDGs) provide Higher Education (HE) with a renewed mandate for public engagement and a timely opportunity to look back at what has been achieved in sustainability education and explore and consider its future direction in HE. This conference is the third in a national series, developed in partnership with Canterbury Christ Church University that aims to bring together, showcase, and celebrate achievements in sustainability related: Teaching and learning; Continuing Professional Development (CPD); pedagogic research; curriculum development; learning space design; and whole institutional change.

To submit an online abstract (deadline: 20th October 2017) or register for this conference please visit www.plymouth.ac.uk/whats-on/sustainability-in-higher-education-conference

Please note that while attending the conference is free (lunch and refreshments will be provided), delegates will be responsible for paying for their own travel and accommodation.

If you have further queries or would like any additional information, please email the Centre for Sustainable Futures Lead at the University of Plymouth (paul.warwick@plymouth.ac.uk)

Sustainability in higher education: What is the role of educational technologies?

The Canadian Journal of Learning and Technology invites manuscript submissions for the following special issue:

Sustainability in higher education: What is the role of educational technologies?

Guest editor: Dr. Linda Price (Professor & Chair)
University of Bedfordshire, UK

Call for submissions:

On a global scale, we have seen shifts toward sustainability commitments through such agreements and conventions as the Halifax Declaration, Talloires Declaration, Copernicus Charter for Sustainable Development the Bologna Charter, and the United Nations Sustainable Development Summit 2015. In the last decade, we have also witnessed institutions of higher education advancing the importance of sustainability. Indeed, catalysts for sustainability policy, practices and special initiatives are becoming integrated to institutional governance, including institutional visions, missions and strategic planning.

An oft-cited definition of sustainability comes from the Brundtland Report which argues that sustainable development “meets the needs of the present without compromising the ability of future generations to meet their own need”. The interpretation of this definition has tended to result in a focus on environmental, social and cost-reduction issues. In this special issue, we ask: in what ways can educational technologies: (1) create a pathway for advancing sustainability? (2) provide a catalyst for the development of pedagogical paradigms for sustainability issues? (3) advance policy, guidelines and professional development in issues related to sustainability in higher education?

Within the focus and scope of CJLT

(<https://www.cjlt.ca/index.php/cjlt/about/editorialPolicies#focusAndScope>) authors are invited to submit manuscripts in French or English addressing one or more of these questions. The overarching aim of this special issue is to open an information exchange on the possibilities, potential, and opportunities that educational technologies afford with respect to advancing sustainability in higher education.

All manuscripts received by the Special Issue Editor (Professor Linda Price) will be judged for suitability, contribution, accuracy, and interest followed by a panel of anonymous reviewers designated at the time of submission.

Timelines:

Deadline for submission of manuscripts for peer review: November 30, 2017

Notification of acceptance decision: March 1, 2018

Deadline for author manuscript revisions: April 15, 2018

Copyediting review: May 15, 2018

Publication of special issue: June 1, 2018

Please send submissions to: cjlt@ualberta.ca with ‘special issue’ in the subject line.

HEA toolkits

The HEA toolkits are continually updated by the HEA and 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

A new programme for <https://www.heacademy.ac.uk/training-events/professional-development> support for 2017-18 has been created to suit academic staff at all career stages - from new to teaching to senior leadership roles and including all different categories of HEA Fellowship.

Call for papers from various HEA conferences - your chance to get involved

This year the HEA will be delivering a number of conferences which aim to bring people together to share best practice and experiences.

Take the opportunity to showcase your work, research and ideas by submitting a proposal for oral presentations, workshops, symposia and poster sessions.

Calls are currently open for the following conferences:

[Annual Conference 2018](#)

[3-5 July 2018](#)

The HEA's 2018 Annual Conference will position the spotlight firmly on teaching in a global context, in particular how we can learn from global communities to ensure the best student experience for all and the ongoing development and professionalisation of the HE teaching community.

[Find out more](#)



[STEM Conference 2018](#)

[31 January 2018](#)

The two-day conference features a mix of peer-led workshops, presentations and respected keynotes for each of the individual STEM disciplines, as well as opportunities for learning from cross-disciplinary practice.

[Find out more](#)



[Surveys Conference 2018](#)

[9 May 2018](#)

The Higher Education Academy Surveys conference showcases how surveys are making a difference and facilitates the sharing of innovative practice between professionals across the sector, both in measuring but also addressing the key issues affecting the student experience.

[Find out more](#)

[NET2018 Conference](#)

[4-6 September 2018](#)

The leading international conference for networking in healthcare education returns to the beautiful university city of Cambridge for its 29th year. The 2018 NET Conference is an ideal opportunity to share research, innovation and the latest ideas in healthcare with colleagues from all across the world.

[Find out more](#)

Blogs on Academic Writing

I have previously mentioned that some of you may be familiar with the [Royal Literary Fund \(RLF\) Fellowship scheme](#) that has placed more than 300 professional writers in 120 UK higher education institutions since 1999, providing one-to-one tutorials for students.

You may also know about the [RLF Consultant Fellowship scheme](#) that has some 36 Consultant Fellows (CFs) leading writing workshops and other activities across 29 universities in the UK and abroad.

To strengthen its writing development work across the sector, the RLF has launched two blogs aimed at students and staff. In [Top Tips](#), working writers running workshops in universities offer insights into how to write powerfully and productively, whilst [What's Happening?](#) Features reflections from professional writers about the relationship between their creative work and their writing development workshops.

Together, the two blogs provide valuable advice about the writing process together with techniques to help invigorate academic writing practices. Do visit the blogs and recommend them to students, academics, learning developers, writing developers and others looking for sources of inspiration and guidance.

Academic Literacies

CLT has been asked to reissue the following details on Academic Writing Support. This section from the previous CLT newsletter notes, in particular, 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](#)

CLT Staff Development Series (focus on Academic Confidence, Resilience and Writing Skills)

Also as part of our CLT Staff Development Series to which all Institutional Teaching and Learning Fellows contribute, there will be sessions on Developing Academic Confidence and Resilience and Developing Academic Reading Skills as follows:

Wednesday 11th April 2018, 13.00 – 14.30

Developing Academic Confidence and Resilience for students with SpLD dyslexia within an UG programme

Alexis Moore

UKPSF: A1 A2 K3 V2

PGCTHE: THE 7002

Wednesday 21st June 2018, 12.30 – 14.00

Developing Academic Reading Skills: Supporting First Attempts

Michaela Smith

UKPSF: A1 A3 K2 K3 V1 V2

PGCTHE: THE7003

Further details are available on the following link:

<https://www.edgehill.ac.uk/clt/professional-development/events/>

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>

Teaching & Learning Conversations (TLCs)

As noted previously, 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.

53 Powerful Ideas All Teachers Should Know About

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

Consider the balance between formative and summative assessment

The fourth of [Adam Longcroft's 15 Top Tips for Student-Centred Teaching](#) is now available on the [SEDA blog](#).

Follow discussions about this on Twitter using [#15toptips](#)

Encourage co- and extra-curricular learning experiences – it could be the thing that makes your students 'stand out in a crowd'

The fifth of [Adam Longcroft's 15 Top Tips for Student-Centred Teaching](#) is now available on the [SEDA blog](#).

Follow discussions about this on Twitter using [#15toptips](#)

Time is precious, so try to avoid 're-inventing the wheel' by reading about learning and teaching and learning from your colleagues

The eighth of [Adam Longcroft's 15 Top Tips for Student-Centred Teaching](#) is now available on the [SEDA blog](#).

Follow discussions about this on Twitter using [#15toptips](#)

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>

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 Taught Degrees framework.

It was originally presented at the Teaching and Learning Day in July 2016 and the toolkit consists of advice and guidance/guidelines with examples for staff to access. It has been adapted into an informative booklet which was disseminated at the University Diversity Day on March 30th 2017 and it can be found on the following link entitled 'Designing Accessible Courses.':

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

Supporting Transitions Group

Dawne Bell and Dr John Bostock from CLT are currently leading a group of university colleagues to identify strategies and resources to support student transitions. The overall aim of the group is to raise awareness for staff and students of the considerable support available to assist in transitions based on 'access-success-progress'. Supported by both the PVC (Student Experience) and the Dean of Teaching and Learning the group have enabled outcomes which have included a presentation on Learning and Teaching Day (3rd July 2017).

The overarching theme is around pre-entry support, in other words, how we work to ensure that the students whom we welcome are on the right programme for them. As a group we are in a position to provide headings which we feel outline the types of issues/concerns in the respective areas, including support which is available (or indeed being planned) around induction and transition by; outlining the Post 16 Curriculum changes, presenting some implications of such changes, identifying issues and proposing solutions based on current practice across disciplines.

1. Post 16 Curriculum Changes and Issues
2. General Implications for all
3. Specific Subject Issues
4. General Strategies/ideas/suggestions (to support 2)
5. Specific Strategies/Ideas/Suggestions (to support 3)

The above 5 points are to be presented online within the staff tab which can be accessed at any time. CLT will notify staff when the staff tab area is available for use.

A Scholarly Basis for Teaching Practices in Higher Education

Peter Khan, editor of *Teaching in Higher Education*, and Sally Bradley, from the Higher Education Academy (HEA), have put together this virtual special issue focusing on '[a scholarly basis for teaching practices in higher education](#)', representing a joint initiative between the journal and the HEA. The issue makes a set of articles from the journal free to access for a period of time, to stimulate the thinking of those who are reconsidering or justifying their practice:

- What is it that makes for effective teaching in higher education, and for teaching that helps all students to thrive?
- How can theoretical perspectives and insights drawn from different disciplinary frameworks illuminate one's practice?
- Constraints need not be a reason to remain uncommitted in one's teaching or to be inactive in the face of injustice; how can one work with them?

- In what ways can critical accounts of lived experiences of higher education pedagogies help practitioners to make sense of their practice?
- What roles do collaboration and interpersonal relationships play within teaching?

[Click here to read the virtual special issue.](#)

New Publications

Education for sustainable development and the professional curriculum

I thought that you might be interested to learn that a paper based on an HEA-funded project a few years ago has now been published. This looks at the role of sustainable development within degree programmes dominated by the need to satisfy professional accreditation requirements, examining how far these require or allow coverage of sustainability and how teachers can respond to the position. It concludes that the strongest way to enhance consideration of sustainability issues would be for the professional bodies to reflect this in their criteria.

The paper is Colin T. Reid (2016), Education for sustainable development and the professional curriculum, *The Law Teacher*, 50:3, 300-306

To link to this article: <http://dx.doi.org/10.1080/03069400.2016.1262986>

Sustainable Development Research at Universities in the United Kingdom Approaches, Methods and Projects.

Edited by Walter Leal Filho. Springer, Berlin, January 2017, ISBN 978-3-319-47883-8

Highly interdisciplinary, bringing together the social sciences, economics, business, education and environmental sciences. Further details can be seen at:

<http://www.springer.com/la/book/9783319478821>

Three new books have just been published as part of the World Sustainability Series

<http://www.springer.com/series/13384>, and provide a welcome addition to the international literature on sustainable development:

1. Handbook of Sustainability Science and Research

Edited by Walter Leal Filho

Springer, Berlin, January 2018, ISBN 978-3-319-63007-6, 991 pages

Provides tangible examples from various countries of how the link between sustainable development and research may be pursued.

Details at: <http://www.springer.com/de/book/9783319630069>

2. Handbook of Lifelong Learning for Sustainable Development

Edited by Walter Leal Filho, Mark Mifsud, Paul Pace

Springer, Berlin, January 2018, ISBN 978-3-319-63534-7, 376 pages

Provides concrete examples from various countries of how the link between lifelong learning and sustainable development was successfully forged.

Details can be seen at: <https://link.springer.com/book/10.1007%2F978-3-319-63534-7>

3. Handbook of Sustainability and Social Science Research

Edited by Walter Leal Filho, Robert Marans, John Callewaert

Springer, Berlin, January 2018, ISBN 978-3-319-67122-2, 485 pages

Presents an overview of projects and methodologies in the key area of sustainability and social sciences research.

Details at: <http://www.springer.com/us/book/9783319671215>

York Technology-Enhanced Learning Handbook

The second edition of the York Technology-Enhanced Learning Handbook is online now at <http://bit.ly/ytelhb> - written by the University of York's [E-Learning Development Team](#) ([Academic Support Office](#)).

The York TEL Handbook is written with a developmental approach suitable for new and experienced academics, from basic principles to case studies of blended learning module design. Accessibility considerations are embedded throughout and checklists for recommended practice are included in each section. The Handbook is Creative Commons licensed, allowing you to re-purpose with attribution for your own institution.

A full list of updates is available at <http://bit.ly/2iHOTNH>

International Journal for Students as Partners (IJSaP)

The second issue of the *International Journal for Students as Partners (IJSaP)* is available from <https://mulpress.mcmaster.ca/ijasp/issue/view/318>

The journal, which is hosted by McMaster University Library Press, is co-edited by students and staff/ faculty from Australia, Canada, the UK, and the US.

In Issue 2 you will find an editorial, 2 opinion pieces, 4 research articles, 3 reflective essays, 3 case studies, and a book review. Together these contributions have been written by 15 students and 17 staff/faculty from 7 different countries.

If you enjoy this issue you might like to support the journal in a variety of ways including:

- a) Writing for the journal in any of the genres which are published. Please contact [ijasp](mailto:ijasp@mcmaster.ca) with your ideas. You are encouraged to send (ijasp@mcmaster.ca) your proposals for articles, case studies, or reflective pieces before you submit them.
- b) Reviewing for *IJSaP*. They will provide training for inexperienced reviewers. If you are interested, please complete the [reviewer expression of interest form](#).
- c) Telling others about the journal and contributions that you find particularly interesting. E.g. **Twitter: @InterJournalSaP.**
- d) Knowing it is freely available from <https://mulpress.mcmaster.ca/ijasp>.

CLT/SOLSTICE Conferences June 7th and 8th 2018

The next CLT/SOLSTICE conferences will take place on Thursday and Friday (7th and 8th June 2018). Further details on taking part and submitting proposals will follow in due course.

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

Regards,

Dr John Bostock

Dr John Bostock EdD, MA (PCET), BA (Hons), Cert.Ed. (FHE), FIFL (2002-2014), FSET, PFHEA.
Senior Lecturer in Teaching and Learning Development
Principal Fellow of the Higher Education Academy (PFHEA)
Fellow of the Society for Education and Training (FSET)
Accreditation Leader (EHU CPD Scheme UKPSF)
Institutional Teaching and Learning Fellow
Chancellor's Award for Excellence in Teaching (Winner 2013)
Fellow of the Institute for Learning (2002-2014)
Edge Hill University
Centre for Learning and Teaching
The Lodge
St Helens Road
Ormskirk
Lancashire
L39 4QP
01695650848