

*Dear Colleagues*

*This is our first 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 regular CLT emails over the past academic year.*

*For this newsletter the CLT team has built on previous communications and has collated further resources particularly on the themes of **Education for Sustainable Development (ESD), Teaching International Students and Transnational Education (Internationalisation), Assessment and Feedback, Equality and Diversity, Innovative Pedagogies and Peer and Self-Assessment**, the former three of which are lenses on the UG Framework Wiki.*

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.

❖ **Assessment Brief Design Guidelines**

You may be interested in the Assessment Brief Design Guidelines website below, developed by Fiona Gilbert and Garry Maguire at Oxford Brookes University and part-funded by a HEA Teaching Development Grant:

<http://assignmentbriefdesign.weebly.com/>

The Assignment Brief Design Guidelines are intended to support staff across the sector in effectively communicating to students what is required and expected of them in assessment.

**Sally Brown (Emerita Professor, at Leeds Metropolitan University, Adjunct Professor, at the University of Sunshine Coast, and James Cook University, (both in Queensland, Australia) and Visiting Professor, at the University of Plymouth).**

Sally Brown's website on Teaching, Learning and Assessment in Higher Education is worth a visit particularly for the webpage on 'Assessment in higher education: Useful references and further reading' and 'Masters level assessment: References and wider reading.'

<http://sally-brown.net/>

❖ **Transnational education (TNE)**

Transnational Education has many definitions amongst which this one appears to encapsulate its essence:

Definition provided by the UNESCO/Council of Europe Code of Good Practice in the Provision of Transnational Education according to which TNE includes:

All types of higher education study programmes, or sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based.

However there is still a remarkable terminological as well as conceptual confusion concerning TNE.

Current projects and reports are presented below:

*Project: Enhancing student learning and teacher development in transnational arrangements*

<http://www.heacademy.ac.uk/projects/detail/Research/TNE>

*Background and context to the project*

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Most UK higher education providers now have some form of transnational arrangements in place, ranging from overseas campuses to collaborative agreements taught by local staff and/or 'flying faculty'. However, while UK HE providers are increasingly well organised in terms of enhancing the development of their UK based staff and students (such as through staff recognition for high quality teaching or student support provision), arrangements for staff and students overseas are less well developed and less often considered. This research examines teaching and learning needs on transnational programmes. It builds on recent and current HEA funded research including the HEA-funded NUS project exploring the challenges experienced by international students learning on overseas campuses, *Going Global* (2012), which examines internationalisation strategies and student mobility, and a HEA/British Academy project examining UK language student mobility.

❖ **Reports on Internationalisation and Transnational education (TNE)**

Insightful, current and informative reports were published by the HEA in collaboration with the NUS on April 10<sup>th</sup> 2014:

O'Mahony, J. (2014) *Enhancing student learning and teacher development in transnational education*. HEA: York.

Payne, B. (2014) *Transnational Education: the challenges of partnership and representation in a global context*. NUS/HEA: London.

❖ **Global Campus (University of Bradford)**

What a concept!

The Global Campus at the University of Bradford is the hub for the School's International opportunities, collaborations, research, students and stakeholders – providing a truly unique student experience, regardless of where they choose to study. By becoming a student of the School of Management they become part of this Global Campus – a vibrant International network of collaborations, exchange opportunities and continuous support that they can access throughout your studies and subsequent career. Full details of the practicalities and benefits to students are available on this link:

<http://www.bradford.ac.uk/management/about-the-school/our-global-campus/>

❖ **Teaching International Students**

*Resource: SEDA Special 23: Enhancing the Experience of Chinese Students in UK Higher Education - Lessons from a Collaborative Project*

[http://www.heacademy.ac.uk/resources/detail/evidencenet/SEDA\\_special\\_23](http://www.heacademy.ac.uk/resources/detail/evidencenet/SEDA_special_23)

This SEDA Special takes an international theme, addressing the experiences of Chinese students studying higher education courses both in the UK and on collaborative programmes with British universities in China. Using the results of an innovative and impressive two-year project involving colleagues and students in China and in the UK, as well as current research, contributors explore methods aimed at helping Chinese students to cope with, and excel at, their studies in the UK.

In Part One British and Chinese contributors discuss the cultural impacts and implications for students and teachers, including advice on how both parties can adapt to each other. In Part Two, Chinese academics discuss the principal challenges Chinese students face when interacting and learning in English and adapting to a new learning environment.

#### ❖ **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.

The slides from a seminar entitled '*From Franchise to Equalise? Equitable learning in local & global contexts*' held on the 9<sup>th</sup> April 2014 at Leeds Beckett University on Internationalisation and attended by a member of the CLT team are also available on the following link: [HEA website](#)

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

A PhD thesis explores the Eco-schools programme vision and reality during the UNDES in two schools, one on England and the other in South Africa in book format.

Subject: Education for Sustainable Development in Eco-Schools, 978-3-659-16736-2, 3659167363 ,9783659167362 by Jo Anna Reed Johnson

[https://www.morebooks.de/gb/bookprice\\_offer\\_703ddb4c897de2f001b5e60bd7405b994fc27df4](https://www.morebooks.de/gb/bookprice_offer_703ddb4c897de2f001b5e60bd7405b994fc27df4)

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The second edition of Understanding Sustainable Development (Routledge, 2014) has just been published. It comes with a new Companion website. Details can be found at:

<http://www.routledge.com/books/details/9780415707824/>

Abertay University are funding a pedagogically orientated project into the viability and practicality of embedding ESD in the curriculum as regards tertiary education here in Scotland, but particularly Tayside. This project has, so far, entailed organising and running a number of seminars and workshops for Abertay staff, raising awareness of sustainability as a teaching prerogative and indeed the practicalities of embodying the principles thereof within our teaching practices. Developing that agenda, there is an event on the 30<sup>th</sup> October 2014 entitled *Curriculum Innovation and Sustainability*, which, it is hoped, will broaden the discussion, encompassing colleagues and students from tertiary education institutions throughout Scotland and in the Tayside region, perhaps even the UK. To this extent there is a series of talks and workshops on the day, aiming to enable a larger collective discernment on ESD and its applicability in the teaching environment.

Tickets for the day are available at: <https://www.eventbrite.co.uk/e/curriculum-innovation-and-sustainability-tickets-12793715347>. Delegates can choose to attend either the morning session or the afternoon session or attend for the full day. The event, including lunch, is free.

#### ❖ Engaging students in co-creating curricula that embed equality and diversity

A half-day workshop exploring the connections between co-creations of the curriculum and embedding equality and diversity in learning and teaching practices takes place at Plymouth University on Wednesday 22<sup>nd</sup> October 2014. A key aspect of embedding equality and diversity in the curriculum is the engagement of students in their own curriculum creation.

- How though, can we do this in practice?
- What are the barriers to/benefits of doing so?
- What are the key issues that must be faced?
- What are the limits/the range?
- How should such incorporations be managed?

The Higher Education Academy Scotland (HEA Scotland) and Student Participation in Quality in Scotland (sparqs) will be hosting an exploratory workshop in order to initiate and develop conversation in these key areas from a practice point of view.

The workshop aims to:

- share practical examples where practitioners have involved students in the development of E&D in the curriculum;
- explore issues raised in the practical examples and by the discussion around them; and
- identify solutions or further work that would minimise or remove the issues.

Details can be found here:

<https://www.heacademy.ac.uk/events-conferences/event8046>

❖ **Multi-dimensional retention support for the modern diverse student population**

A presentation from the STEM Annual Conference 2014.

With an ever changing student population, internationalisation and strong strategic emphasis on retention, there is a critical need to provide pastoral and academic support to students. However, with increasing diversification in the student body support must be offered proactively and in a manner which meets diverse student preferences. Following identification of at risk groups in the school of medical sciences, a variety of support strategies have been implemented and have improved that shortfall progressively in the last 3 years.

Details can be found here:

[https://www.heacademy.ac.uk/resources/detail/stem-conference-2014/Post event resources/GEN/Multi dimensional retention](https://www.heacademy.ac.uk/resources/detail/stem-conference-2014/Post%20event%20resources/GEN/Multi%20dimensional%20retention)

❖ **Innovative pedagogies**

The HEA's innovative pedagogies work stream explores and disseminates pedagogical practices that contribute to inclusive, engaged learning for diverse learners including international students. It builds on previous and current work on student engagement, students as partners and the pilot of a National Survey of Student Experience (NSSE) in the UK and in the disciplines.

Student engagement is internationally recognised as the key to learning gain and student achievement in HE. Strong evidence for this already exists on 'high impact' pedagogical practices that foster engagement. But there is a need to promote this further and to direct research into fresh areas of practice and innovation. Government and HE providers are increasingly interested in the use of measures of student engagement, alongside the measurement of student satisfaction as a means of informing enhancement activity.

Details can be found here:

<https://www.heacademy.ac.uk/workstreams-research/workstreams/innovative-pedagogies>

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❖ **Enhancing Teacher and Student Interactions in Higher Education through Video Enhanced Reflection on Practice.**

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

❖ **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>

❖ **QAA's Review Knowledgebase**

Tony Turjansky from EHU AQDU has circulated a link to the QAA's Review Knowledgebase which pulls together all of the good practice citations and recommendations from Higher Education Reviews and is searchable by theme/Quality Code chapter - it can be found at:

<http://www.qaa.ac.uk/improving-higher-education/knowledgebase-search>

***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**

**October 2014**

Edge Hill  
University

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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'*

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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