

Dear Colleagues

This is our first regular newsletter 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 newsletters over the past three academic years. They are also available on the CLT website.

For this newsletter I have built on built on previous communications and collated further resources particularly on the themes of Internationalisation (ideas and new publications), Academic Writing, Education for Sustainable Development (ESD), Student Transitions, Teaching and Learning Conversations (TLCs) including 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. 53 Powerful Ideas All Teachers Should Know About by Graham Gibbs is a continued feature and there are some interesting developments around Reflective Reading Logs.

Finally there are links to a couple of useful texts on Internationalising the Curriculum and on Differing models of Student Affairs Practice and their Diversity across Institutions.

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/>)

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#>

53 Powerful Ideas All Teachers Should Know About

- Much learning is acquired by doing, but seldom only by doing

Idea **31** 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](#)

- Departments differ widely in their teaching quality

Idea **30** 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](#)

http://www.lfhe.ac.uk/en/programmes-events/your-university/cll/index.cfm?utm_source=development&utm_campaign=ccl

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

Idea **27** Part 1 of [Graham Gibbs' 53 Powerful Ideas All Teachers Should Know About](#) is available on the SEDA [website](#) and [blog](#).

You can follow discussions about this on Twitter using [#53ideas](#)

ESD (for information)

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.

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

Recently Routledge published a book entitled *Ecolinguistics: language, ecology and the stories we live by*. In the book a new vision for ecolinguistics 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

Subscribers might be interested to read the following post: www.bookscombined.com.

The blog features academics talking about the books that have had a significant impact on them.

Anders Hayden, a Canadian political scientist, paints a vivid (and entertaining) picture of growing up in Alberta in the 70s and 80s. This was a time when it was rapidly industrialising.

He also picks out environmental classics old and new that had a significant impact on his struggle with the dilemma of growth, from the Club of Rome's *The Limits to Growth* to popular books like Klein's *This Changes Everything*.

You can find the post here:

<http://bookscombined.com/2015/09/28/visions-of-sufficiency/>

Happy reading!

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](#).

The [HEA Arts and Humanities blog](#)

The blog is about empowering our discipline communities. It provides an opening to express our academic experience, share innovative learning and teaching, demonstrate our creativity and generate enthusiasm for what we do.

There is an RSS feed to ensure that you never miss a post and you can join in the discussions via the comments pages.

Would you like to write for the blog?

There are a number of areas where the HEA would welcome blog contributions:

- reflecting on an HEA event you attended or HEA funded projects you are involved in;
- any professional experience - in classrooms, attending meetings, conferences, your research or through reading about pedagogical developments - that link to any of the work streams (curriculum design, innovative pedagogies and student transitions) that you would like to share with your discipline community;
- engagement with any recently published HEA research, where you would like to share insights from a discipline perspective. The most recent research reports can be accessed via <https://www.heacademy.ac.uk/blog> (scroll down to section 'latest research').

If you are interested in contributing please send a brief overview of your proposed contribution to blogs@heacademy.ac.uk.

The [HEA Social Sciences blog](#)

This blog is about empowering discipline communities. It provides an opening to express academic experience, share innovative learning and teaching, demonstrate creativity and generate enthusiasm for what we do as HE staff. There is an RSS feed to ensure that you never miss a post and you can join in the discussions via the comments pages.

Place in Research: Theory, Methodology, and Methods

Eve Tuck and Marcia McKenzie

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 mobilises research methods which address place explicitly and politically.

HEA published research:

[Mapping student-led peer learning in the UK](#) (27 November 2014);
The HEA's [UK Engagement Survey \(UKES\) 2014](#) (12 November 2014) and;
[Managing the undergraduate student experience in the new HE landscape](#) (4 November 2014).

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](#)

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>

In addition, a CLT team member attended the recent HEA conference on student transitions:

'Student transitions: journeying into, through and beyond higher education' in London on February 19th 2015. The presentations from the keynote and workshops are on the HEA website, and you can find them on the [event webpage](#).

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>

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>

Different ways of starting a conversation on teaching in different contexts/subjects (Teaching Perspectives Inventory)

See:

- <http://www.teachingperspectives.com/tpi/>
- <https://facultycommons.macewan.ca/wp-content/uploads/TPI-online-resource.pdf>

Metaphor exercise

This involves getting people at induction to come up with a metaphor (visual) that captures key aspects reflects their own learning journey and beliefs about what makes for good learning. This leads into thinking about design of TL&A to enable and support.

Ideal* Inventory**

Lin Norton Ideal***Inventory –

<http://www.linnorton.co.uk/research-instruments/the-idealinventory-a-tool-for-pedagogical-research>

The example given on the website actually shows an 'Ideal Lecturer' Inventory.

CWSEI (Carl Wieman Science Education Initiative) Useful Cross-Disciplinary Resource

The teaching perspectives inventory a good starting point and a good way to start discussion in a cross disciplinary context about teaching perspectives and teaching practices and how to achieve alignment between the two so that, for example, our teaching practices promote the kinds of outcomes in terms of learning and behaviour that we think most benefit our students. Here is a link that you might find useful:

<http://www.cwsei.ubc.ca/>

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)

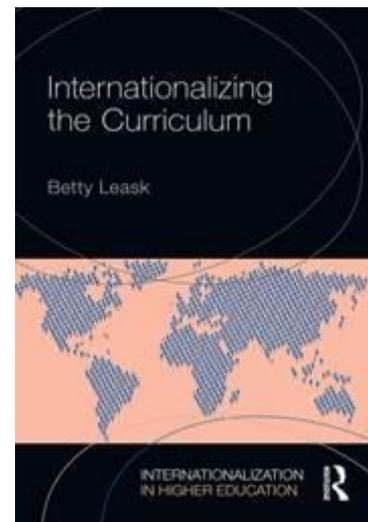
This entirely new edition of a very successful book focuses on developing professional academic skills for supporting and supervising student learning and effective teaching. It is built on the premise that the roles of those who teach in higher education are complex and multi-faceted. A Handbook for 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.

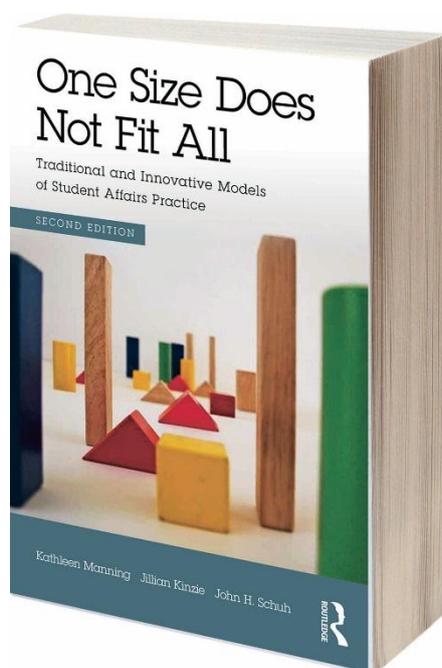
And

Despite much debate, the role and power of curriculum internationalization is often unappreciated. This has meant that critical questions, including what it means and how it can be achieved in different disciplines, have not been consistently or strategically addressed.

This volume by Betty Leask breaks new ground in connecting theory and practice in internationalizing the curriculum in different disciplinary and institutional contexts. An extensive literature review, case studies and action research projects provide valuable insights into the concept of internationalization of the curriculum. Best practice in curriculum design, teaching and learning in higher education are applied specifically to the process of internationalizing the curriculum.



One Size Does Not Fit All: Traditional and Innovative Models of Student Affairs Practice, 2nd Edition!



By Kathleen Manning, Jillian Kinzie and John H. Schuh

In the day-to-day work of higher education administration, student affairs professionals know that different institutional types—whether a small liberal arts college, a doctoral intensive institution, or a large private university—require different practical approaches. Despite this, most student affairs literature emphasizes a "one size fits all" approach to practice, giving little attention to the differing models of student affairs practice and their diversity across institutions. In the second edition of this influential book, leading scholars Kathleen Manning, Jillian Kinzie, and John H. Schuh advocate an original approach by presenting 11 models of student affairs practice, including both traditional and innovative programs. Based on a qualitative, multi-institutional research project, *One Size Does Not Fit All* explores a variety of policies, practices, and programs that contribute to increased student engagement, success, and learning.

New to the Second Edition:

- Refinement of models in light of recent NSSE data and current developments in higher education, including budget cuts and the economic crisis,
- Updated information throughout about model assessment and techniques to renew divisions of student affairs,
- A deeper analysis of how models of student affairs practice relate to institutional mission and purposes,
- End-of-chapter discussion questions to guide thinking about ways to incorporate models in one's own context,
- An entirely new Part IV, including chapters on "Catalysts and Tools for Change" and "Redesigning Your Student Affairs Division."

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

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**UNIVERSITY
OF THE YEAR**

TIMES HIGHER
EDUCATION AWARDS