

Learning and Teaching: Resources to Support Students' Success

"Edge Hill University is committed to Excellence in Learning and Teaching". *The University and the Centre for Learning and Teaching are committed to excellence, continuous enhancement and a clear focus on the student experience and success. 'Doing things better and doing better things' is our guiding principle and this manifests in identification and dissemination of good practice and focus on the Scholarship of Teaching and Learning. This text and others to follow are a small contribution to assist us all in our mission to use 'practices that work'.*

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The core aims of the University Learning and Teaching Strategy are to produce graduates who are:

- *Well informed, appropriately skilled and highly employable graduates for the 21st Century*
- *Confident, adaptable, with a good understanding of sustainable development and their environment, and who are attuned to global perspectives and cultural diversity*
- *Equipped to become role models and leaders in the workplace and their communities*
- *Committed to lifelong learning.*

[The Centre for Learning and Teaching](#) is a central department which actively supports colleagues to achieve the aims of the University's Learning & Teaching Strategy to ensure excellence in teaching and learning".

The student experience is at the heart of the Centre for Learning and Teaching and informs all activities.

We are here to support you to enhance our students' experience by:

- *Offering support and guidance on teaching, learning and assessment*
- *Providing professional development, locally and centrally, matched to the expressed needs of faculty teaching staff*
- *Co-ordinating the University Learning and Teaching and SOLSTICE Fellowship schemes*
- *Acting as a 'Hub' for the [SOLSTICE](#) Centre for Excellence in Teaching and Learning, conferences and events*
- *Providing the Postgraduate Certificate in Teaching in Higher Education for new staff*
- *Supporting practice-based research activity*
- *Identifying and brokering the sharing of good practice from within and beyond the University.*

[The CLT team](#) are continually updating the lenses of the [UG Framework Wiki](#) with links to current and innovative resources to support teaching and learning. The lenses are:

- Education for Sustainable Development
- Employability

- Graduate Attributes
- Inductions and Transitions
- Internationalisation
- Learning Literacies
- Personal Development Planning
- Personal Tutors
- Teaching, Learning and Assessment
- Technology Enhanced Learning
- Work-based and Work-related Learning.

The following offers useful links to sources of examples and resources that we have selected for your use.

Assessment and Feedback

The Edge Hill University UG Framework Wiki on the Centre for Learning and Teaching website contains a lens on [Teaching, Learning and Assessment](#) (TLA) including helpful resources and links on assessment and feedback to support colleagues. It is useful for advising on policy and strategy, for supporting colleagues in developing further resources, and for informing activities through the Fellowship Professional Development Series. The CLT supports colleagues to improve their approaches to assessment and feedback, including emphasising the importance of assessment for learning. You can find resources including Experiences of Feedback on Assessment, Modelling and Scaffolding, Assessment for Learning - 10 Principles and Rethinking Formative Assessment in Higher Education, a theoretical model and principles of good practice feedback:

Also a new publication from the HEA, '[A Marked Improvement](#)' provides a strong rationale for transforming assessment in higher education and an assessment review tool to take stock of current practice and look to a targeted approach to strategic change. The publication builds on established evidence and two decades of extensive support for teaching, learning and assessment in UK higher education, which has been provided by a range of organisations and initiatives. A Marked Improvement is based on:

- Assessment standards: a Manifesto for Change developed by the Assessment Standards Knowledge exchange (ASKe) at Oxford Brookes University;
- Work from the Centres for Excellence in Teaching and Learning at Oxford Brookes University (ASKe) and the University of Northumbria (Assessment for Learning);
- Previous work of the HEA, its former subject centres, the Learning and Teaching Support Network (LTSN), and the Institute for Learning and Teaching in Higher Education (ILTHe).

The following publications also offer useful and insightful strategies for enhancing feedback:

- Nicol, D (2012) *Resituating feedback from the reactive to the proactive*. In D. Boud and L. Malloy, *Effective Feedback in higher education: Understanding it and doing it well*. Routledge.
- Nicol, D (2010) *From monologue to dialogue: improving written feedback in mass higher education*, *Assessment and Evaluation in Higher Education*, 35(5), 501-517.
- Nicol, D (2011) *Developing the students' ability to construct feedback*, Published by QAA for Higher Education.

The website [Enhancing Feedback](#) links over thirty strategies for improving feedback with more than 200 case-examples from across the subject range. There is abundant evidence (from research and from discussions of National Student Survey results) that students don't necessarily know what feedback is, or recognize feedback in at least some of the forms in which it is given to them. This is hardly surprising, given that feedback practices vary widely between secondary and higher education, across universities, between subject areas, across successive years of study, and from one lecturer or tutor to another. Consequently, informing students about feedback, so that they are well-briefed about how, when and where they'll get feedback is not just important but essential, and on a course-by-course basis. There's also a compelling case for helping students use feedback well, by giving them training in how to make sense of feedback and in how to use it to improve their learning.

Internationalisation

The CLT team have collated links and resources from workshops, seminars and conference visits focusing on 'internationalisation'. The work of Dr Viv Caruana is an excellent starting point for discussions on promoting and sustaining diversity in higher education. Links to a recent research project on diverse group cohesion and conflict in HE also makes interesting reading.

- Caruana, V., Clegg, S., Ploner, J., Stevenson, J. and Wood, R. (2012) *Promoting students' "resilient thinking" in diverse higher education learning environments: Twelve voices of diversity, challenge and resilience*. York: Higher Education Academy. [Publisher URL](#).
- Caruana, V. (2012) *Appreciatively Inquiring into the Internationalised Curriculum - A model for CPD*. *Educational Developments, the magazine of SEDA*, 13 (2) June. (Article) [Leeds Met lookup](#) [Publisher URL](#).
- Caruana, V. (2012) *Internationalising student learning in HE: Never mind the mobility, feel the diversity*. In: *An Inclusive and Integrated Curriculum for all, Learning and Teaching Conference 2012, June 21, 2012, University of the West of Scotland, Ayr*. (Keynote) [Open Access version](#).
- Caruana, V. (2012) *Sustainable Internationalisation in HE: Taking the agenda forward in the business education subject communities*. In: *Delivered as part of the HE Academy Discipline Workshop and Seminar Series, Leeds Metropolitan University, Leeds, UK*. (Workshop) [Publisher URL](#).

An excellent and interesting study on group conflict entitled '[Geographies of Encounter](#)' in terms of how encounters with others shape different attitudes explores and explains group cohesion in HE from multiple perspectives of diverse students.

A number of publications with relevant and current internationalisation themes:

- *Hyde M (2012) The International Student's Guide to UK Education: Unlocking University Life and Culture, London, Routledge.*

An honest and accurate introduction and cultural guide to UK Higher Education.

- *Barnett, R. (2013) The Future University: Ideas and Possibilities, London, Routledge*

The Future University explores new avenues opening up to universities and tackles fundamental issues facing their development. Contributors with interdisciplinary and international perspectives imagine ways to frame the university's future. They consider the history of the university, its current status as an active player in local governments, cultures, and markets, and where these trajectories may lead.

What does it mean to be a university in the twenty-first century? What could the university become? What limitations do they face, and what opportunities might lie ahead? This volume in the International Studies in Higher Education series offers bold and imaginative possibilities.

- *Chalmers, and Hunt, L. (2012) University Teaching in Focus: A learning-centred approach, London, Routledge.*

University Teaching in Focus provides a foundational springboard for early career academics preparing to teach in universities. Focusing on four critical areas - teaching, curriculum, students, and quality/leadership - this succinct resource offers university teachers a straightforward approach to facilitating effective student learning. The book empowers university teachers and contributes to their career success by developing teaching skills, strategies, and knowledge, as well as linking theory to practice.

- *Gibbs, G. (2012) "Implications of 'Dimensions of quality' in a market environment (HEA).*

The report follows up Professor Gibbs' highly influential 2010 report, *Dimensions of quality*. This research examined which factors, or dimensions of quality, could give a reliable indication of the quality of student learning. It found that the most important consideration is the way that institutions choose to use the resources they have available. Class size, the level of student effort, the teacher who is delivering a course or module, and the quantity and quality of feedback to students can all affect student outcomes, it said. Professor Gibbs' new report examines how the Higher Education community can apply the dimensions of quality he identified in 2010 to make a real difference to the student experience.

Technology Enhanced Learning

The Design Studio

The Design Studio is a developing toolkit which draws together a range of existing and emergent Jisc resources which support technology-enhanced teaching and learning practice. The Design Studio will provide access to project outcomes and outputs from a range of Jisc programmes as they are developed through an open sharing and synthesis approach. You can access resources through interrelated programme themes or browse using the side bar menu and the folders. You can also use the search facility using keywords or tags. As the name suggests, resources are in various states of development - some polished, some rough-and-ready - so please bear this in mind as you use the site. Of particular interest may be the sites on subject specific support in key disciplinary areas and supporting new academic staff.

Creating Interactive Presentations with Nearpod

Nearpod is a free and useful piece of software that can help bring learning spaces to life with interactive mobile presentations that academic and support staff can create and customise themselves. The Nearpod Content Tool will enable you to:

- Simply upload a pdf or start a new presentation and add interactive features
- Share content in real time
- Push information, questions, and activities to students' mobile devices

Here are some teaching strategies that can be used to start making a Nearpod presentation:

- Use video as an activity. Before launching a video, challenge your students to focus on different parts of a video or find specific information. Remember that students can play the videos at their own pace in their devices, so each of them will see their own video, and the follow-up discussion will be much richer
- Create a large quiz and assign different questions to different students, based on their skills. During the quiz students also go at their own pace
- Combine Nearpod with other apps. Students can go outside of Nearpod to research answers, and then return to Nearpod to respond. Ibooks Author, Wikipedia, YouTube, Safari, Quora, Prezi, and Keynotes are some of the many excellent iPad apps that you could use for this
- Have students created their own Nearpod presentations and delivered them, including the assessment activities? Have you found new ways of using Nearpod for differentiated instruction?

Mobile Learning

The following book is recommended as a very accessible introduction to research informed m-learning, teaching and assessment:

- *Kukulska-Hulme, A. (2009) Researching Mobile Learning: Frameworks, Tools and Research Designs, OUP.*

Of particular interest to you may be the following m-learning projects:

Transforming Teacher's Professional Practice including projects on [English in Action](#) is using mobile phones, the internet, print-materials, television, and peer-to-peer learning to help 25 million Bangladeshis improve their English as a route into work and out of poverty.

- [Lingobee](#) by Marcus Winter at the University of Brighton a project and resources on situated mobile language learning.
- [MiLexicon](#) by Joshua Underwood at the London Institute of Education: His workshop on *Designing Social & Mobile Language Learning* suggests materials which may be of interest to ITE colleagues.

[Exploration of new forms of teaching, learning and assessment](#): The series of reports explores new forms of teaching, learning and assessment for an interactive world, to guide teachers and policy makers in productive innovation. You can view the Innovating Pedagogy report on the link below. Of particular interest may be the second report updates which proposes ten innovations that are already in currency but have not yet had a profound influence on education. The site provides a summary of each innovation and with an opportunity for colleagues to contribute with comments on the report and the innovations. Further Information on various on [m-learning media](#) particularly lecture/ conference pads is also available. Also you could scan the QR Code with a suitable tablet or smart phone app to reach the learning technology showcase [VLE](#) and look at the excellent [resources](#) on practice based learning, curriculum change, transforming assessment and feedback and developing digital literacies.

Starting teaching in higher education can be a challenge whatever your background, age, qualifications or discipline. However, those new to teaching in higher education find themselves in very different contexts, roles and circumstances. They may be:

- *Undertaking post-graduate studies*, for example for a PhD, and doing some teaching;
- *In post-doctoral research posts*;
- *Appointed as teaching fellows or to a primarily teaching post* (whether permanent or on a variety of contracts);
- *In a learning support role*, including educational guidance, demonstrator or technician;
- *Entering from a previous career in a profession*, teaching in a different sector of education, or working in industry/commerce;
- *Returning to work* after raising a family or being a carer.

The institution and department you work in may be very research-focused or place a greater emphasis on teaching and/or external business, professional and community relations. How you see yourself may differ, partially reflecting the different terms used - teacher, lecturer, academic, researcher, learning support, etc. The site provides helpful resources and strategies

on Assessment and feedback, Large and small group teaching and [Open Educational Resources](#).

Academic Writing Support

The Edge Hill University Academic Writing Support Group has supplied some useful links and resources.

The resources are from the [University of Wolverhampton](#) and on the whole give some good pointers on the issues around plagiarism and collusion including an on-line booklet entitled 'Write Right' about plagiarism, collusion and cheating.

Amongst other resources, there is also a good video on [collusion](#). 'Collusion is when two or more people combine to produce a piece of work for assessment that is passed off as the work of one student alone. The work may be so alike in content, wording and structure that the similarity goes beyond what might have been coincidence. For example – where one student has copied the work of another, or where a joint effort has taken place in producing what should have been an individual effort'.

Guidelines / ideas for staff, with the intention of 'designing out plagiarism' see: ['How to Avoid plagiarism'](#). The site covers strategies on how to avoid plagiarism:

- Don't reuse assessments
- Clarify assessment criteria and descriptors
- Approach assessment differently
- Assess process and product
- Embed study skills.

Innovations in Teaching and Assessing Large Classes (LGT)

There is a helpful body of literature on [large group teaching](#) (LGT), much of it presented on the links below in a highly practical and accessible format. Earlier guides to LGT provided a number of tried and tested strategies for promoting effective learning in large classes and lectures while more recent contributions to the literature tend to emphasise the growing contribution of technology in making LGT more interactive and more rewarding for all concerned. The site provides a concise and informed account of LGT including references and suggestions for further reading:

The exploration involves *four* key elements:

- i. A brief look at first principles of large group teaching and at some of the key concepts and approaches that can be helpful in facilitating large groups
- ii. A short introduction to some of the core literature on the challenges and opportunities involved in facilitating large groups

- iii. Insights into student and staff experiences of large group teaching (presented in both text and video clip form) in order to capture views which may aid lecturers in planning and delivering LGT.
- iv. Some practical strategies, drawn from the literature, are suggested for application and experiment.

There is also a useful section containing [four helpful strategies](#) to employ in LGT as follows:

- i. Using aims and objectives
- ii. Differentiation
- iii. Interaction
- iv. Using extension activities.

UG Framework Lens: Education for Sustainable Development (ESD)

ESD is subject to many definitions and interpretations. A widely accepted definition of ESD comes from the United Nations Education, Scientific and Cultural Organisation (UNESCO) in the context of the United Nations Decade of Education for Sustainable Development (2005-2014), where, in part, it describes Education for Sustainable Development as being about learning to:

‘Be caring citizens who exercise their rights and responsibilities locally, nationally and globally.’

In curriculum design and review, it is expected that programme teams consider approaches to teaching, learning and assessment which include appropriate opportunities to consider social, environmental, economic and ethical dimensions which align with the promotion of ESD.

The [HEA](#)'s work on Education for [Sustainable Development](#) (ESD) aims to help higher education institutions in the development of sustainability literate graduates who have the skills, knowledge and experience to contribute to an environmentally and ethically responsible society.

Education for Sustainable Development is described by the United Nations as a means of ‘enabling students to develop the attributes, behaviours and skills needed to work and live in a way that safeguards ecological, social and economic wellbeing, both in the present and for future generations’. This can challenge traditional pedagogies, requiring a multi-disciplinary partnership approach across and between institutions. You can also find details of current projects on the link below:

Current projects

Green Academy: The highly regarded Green Academy programme is working with 18 HEIs to lead institutional change for sustainable development across their institutions.

Students and ESD: Students want sustainability to be included in their university courses. Follow the link below to find out about the evidence behind this statement and how one can work with students and student bodies.

[QAA and HEA ESD Guidance](#): The Quality Assurance Agency (QAA) and the HEA have been working with a group of leading sector experts to develop a Guidance Document for practitioners new to ESD. The link provides opportunities to learn about this work in more detail.

SHED: The HEA work in partnership with the Environmental Association for Universities and Colleges (EAUC) in running the Sustainability in Higher Education Developers (SHED) network.

This informal network is open to anyone with an interest in sustainability in higher education and new members are warmly welcomed.

The Higher Education Academy held its first '[Green Academy](#)' Change Programme through 2011 and 2012. Building upon the successful HEA Change Academy programme model, Green Academy worked with eight Higher Education Institutions from England and Wales to assist with institutional sustainability change, with a particular emphasis on embedding Education for Sustainable Development (ESD) across the curriculum, and enriching the student experience.

[The University of Bristol ESD](#) wiki will provide you with detailed information to support the inclusion of Education for Sustainable Development (ESD) materials in the formal curriculum, tailored on a subject by subject basis.

Flexible Learning Publication Highlighting [New Pedagogical Ideas](#)

Dr Alex Ryan and Professor Daniella Tilbury from the University of Gloucestershire, identified six new pedagogical ideas that have cross-cutting significance for learning and teaching in the future of flexible higher education. The ideas were chosen for their potential to shape key attributes for higher education graduates and to inform future practice across the HE curriculum. The six ideas announced in the publication are:

- i. *Learner empowerment* – actively involving students in learning development and processes of 'co-creation';
- ii. *Future-facing education* – enabling people to think critically, creatively and flexibly to generate alternative visions of the future;
- iii. *Decolonising education* – extending inter-cultural understanding and experiences of students so they can be sensitive to global ways of working;
- iv. *Transformative capabilities* – seeing capabilities not just as abilities but being able adapt a skill to be used in both familiar and unfamiliar circumstances;
- v. *Crossing boundaries* – to support inter-disciplinary, inter-professional and cross-sectoral learning;

- vi. *Social learning* – developing cultures and environments for learning that harness the emancipatory power of spaces and interactions outside the formal curriculum, particularly through the use of new technologies and co-curricular activities.

New Framework for Employability

As employability continues to be a key focus for governments, employers and those delivering higher education, the HEA has published ‘Defining and developing your approach to employability: A framework for higher education institutions.’

The framework has been developed following a summit delivered by the HEA and the National Co-ordinating Centre for Public Engagement (NCCPE). In developing and implementing effective employability strategies, the framework says, HEIs need to consider what their interpretation of employability is, how it can be translated into practice, how students and staff can be engaged, current practice, and how to monitor progress.

The new framework is intended to be read in conjunction with Pedagogy for employability which identifies some of the pedagogic principles relevant to employability development. Revised in 2011 to ensure that approaches outlined in the guide remained contemporary and that new advances were recognised, an impact study of this resource is published today. The study shows that the guide has had the greatest influence/impact upon staff awareness and understanding of employability development. It also shows that the guide is not only influencing the UK-based higher education sector, but is also helping to inform employability policy/practice overseas and in the further education sector.

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