

Dear Colleagues

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This is our second 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, 14 of whom are due to receive recognition in February 2018. 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 was accepted to present a concept map and paper at the National Annual SEDA conference in November 2017 which critically explored 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>

[He has also submitted a paper in response to feedback for the SEDA publication EdDevs for publication in June 2018.](#)

### **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. Themes of particular interest are 'Assessment and Feedback', 'NSS', 'Organisation and Management' and 'Managing Student Perceptions'. 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.

### Engaging students in pedagogic innovation: learning from small-scale innovation projects

What role can students play in the development and uptake of educational innovation and what is the impact on their learning?

Over the past six months, LSE Enterprise has been considering these questions as part of their evaluation of the HEFCE Catalyst Fund Call A programme which focusses on pedagogic innovation in learning and teaching.

Read the blog post in full:

<http://blog.hefce.ac.uk/2018/01/09/engaging-students-small-scale-innovation-projects/>

### ESD



### Invitation to take part on a study on "Implementing Innovation and Sustainability at Universities Around the World"

A team of members of the Inter-University Sustainable Development Research Programme <https://www.haw-hamburg.de/en/ftz-nk/programmes/iusdrp.html> and World Sustainable Development Research and Transfer Centre

<https://www.haw-hamburg.de/en/ftz-nk/programmes/wsd-rtc.html>

is undertaking an international study titled: "Implementing Innovation and Sustainability at Universities Around the World".

As the name implies, the study will ascertain the extent to which the innovation and sustainability are currently being considered or approached by universities round the world.

We would like to invite interested colleagues to take part in the study, details on which can be seen at:

<https://www.surveymonkey.com/r/7NQ35YB>

As usual, the results will be published as scientific article in a high-impact journal, and those contributing to the work are able to obtain a copy of the paper when it is completed, if they wish.

**Call for Papers: 2nd Symposium on Sustainability in University Campuses, Florence, Italy  
10th-12th December 2018**

It is widely known that matters related to sustainable development, albeit global in nature, are best handled at the local level. This line of thinking is particularly true to the higher education context, where the design and implementation of sustainability initiatives on campuses can demonstrate how a given university translates the principles of sustainable development into practice, at the institutional level.

Yet, despite the perceived need to discuss approaches and methods to make university campuses more sustainable, there is a paucity of specific events where a dialogue among sustainability academics and practitioners concerned with;

- a) research, projects
- b) teaching and
- c) planning and infra-structure leading to campus greening takes place, so as to allow a transdisciplinary and crosssectoral exchange of ideas and experiences on the issues, matters and problems at hand.

It is against this background that the “2nd Symposium on Sustainability in University Campuses” (SSUC-2018) is being organised by the University of Florence, the Research and Transfer Centre “Sustainable Development and Climate Change Management” of the Hamburg University of Applied Sciences (Germany), and the Inter-University Sustainable Development Research Programme (IUSDRP). The University of Florence was founded in 1321, is one of the most traditional universities in Europe, and has in excess of 60.000 students.

The theme of the “2nd Symposium on Sustainability in University Campuses” is “Transforming Campuses towards Sustainable Development”, and will contribute to the further development of this fast-growing field. The event will display examples of campus-based research and teaching projects, regenerative campus design, low-carbon and zero carbon buildings, waste prevention, and resilient transport, among others. Ultimately, SSUC-2018 will demonstrate the role of Campuses as platforms for transformative social learning and research, and explore the means via which university campuses can be made more sustainable.

All papers submitted to the event will be peer-reviewed. The accepted ones will be published in the Encyclopedia of Sustainability in Higher Education. This is part of the award-winning “World Sustainability Series”, published by Springer, one of the world’s top five scientific publishers. The books in the series are fully peer-reviewed, and officially count as publication outputs for promotion and tenure purposes.

Further details can be seen at: [florence2018: FTZ-NK: HAW Hamburg](#)

**OECD releases latest edition of *How's Life? 2017: Measuring Well-Being***

The OECD Statistics Directorate is happy to share the latest edition of the OECD's report *How's Life? 2017: Measuring Well-Being* ([www.oecd.org/howslife](http://www.oecd.org/howslife)).

*How's Life?*, released every two years, describes key statistics on people's well-being in OECD and partner countries. It is based on a multi-dimensional framework covering 11 aspects of current well-being (income and wealth, jobs and earnings, housing, health, education, work-life balance, environment, social connections, civic engagement, safety and subjective well-being) and four different resources for future well-being (natural, human, economic and social capital).

The 2017 edition presents the latest evidence from 50 indicators, with a focus on changes in well-being since 2005. During this period there have been signs of progress, but gains in some aspects of life have been offset by losses elsewhere. This year's report includes an in-depth review of well-being inequalities and how to measure them, and shows that gaps in people's achievements and opportunities extend right across the different dimensions of well-being. It exposes divisions according to age, gender, education, and wealth, and reveals pockets of inequality in all OECD countries. It also brings to light the many well-being disadvantages that migrants face in adapting to life abroad. Additionally, the report examines governance as seen from the citizen's perspective, revealing divides between public institutions and the people they serve. Finally, it provides well-being country profiles, pinpointing strengths, challenges and changes in well-being over time in 41 countries.



The full report, press release, 41 country snapshots, and a dataviz on inequalities can be found here: [www.oecd.org/howslife](http://www.oecd.org/howslife). A short video highlighting the main findings from the report is available here: <https://youtu.be/WjOMHaNp5GY>.

Follow [@OECD\\_Stat](https://twitter.com/OECD_Stat) where there will be tweeting findings from the report and don't hesitate to share the tweets with your own networks.

There is also an interactive website that enables you to explore OECD well-being data, and build or update your own index of well-being: [www.oecdbetterlifeindex.org](http://www.oecdbetterlifeindex.org)

On November 8<sup>th</sup> 2017 at the Student Sustainability Summit in Coventry Robbie Young, NUS VP Society and Citizenship, [announced the launch of the SDG Teach-In](#).

NUS is asking educators across the UK teaching in FE and HE [to pledge to include the UN Sustainable Development Goals in their teaching, learning, and assessment](#) from **19-23 February, 2018**.

They hope that, through the SDG Teach-In, educators will explore how their discipline is connected to sustainability and share this with their students through their lectures, seminars, and assignments during the week.

- If you're an **educator**, [please join others in pledging to include the SDGs](#) in your teaching that week
- If you're a **student or elected officer**, please encourage lecturers and teaching staff at your institution to pledge
- Share your pledge with others on social media with #SDGTeachIn

In the lead-up, we'll be keeping a running total of the number of pledges, which institutions are pledging the most, and how many students will be reached. We'll be sharing stories of the innovative and creative ways educators are embedding the SDGs in their courses and we'll be working with students' unions across the UK to get educators at their institutions to pledge.

You can learn more about the SDG Teach In [here](#).

### **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](#)**



**[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](#)

### 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](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](#)

### **We gotta get out of here.... Get your students out of the classroom and see the difference it makes**

The fourteenth 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 30<sup>th</sup> 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 (3<sup>rd</sup> 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

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>

**CLT/SOLSTICE Conferences June 7<sup>th</sup> and 8<sup>th</sup> 2018**

The next CLT/SOLSTICE conferences will take place on Thursday and Friday (7<sup>th</sup> and 8<sup>th</sup> June 2018). Thank you to all those who have submitted proposals. You will be notified of the outcome in mid-February 2018.

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

Regards,

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