Academic Registry

Learning and Teaching Enhancement CPD Schedule 2019-20

ACADEMIC REGISTRY

LTE

FUTURE FACING LEARNING

Academic Learning and Teaching Induction

LTE Academic Lead: Nicola Poppitt

Delivery: Monthly (four hours)

Academic Learning and Teaching Induction is for academic staff who are new to Teesside University. Teesside 2025 and Portfolio Strategies are embedded into the content delivered at Academic Induction. The diagram on the following page provides an overview of how this operates and illustrates how induction is delivered in a collaborative way drawing on knowledge, expertise and activities from across the University.

Academic Induction will discuss the University's Learning and Teaching Strategy, its Future Facing Learning approach, Education 4.0 and the newly developed Academic Enhancement Framework (AEF). Representatives from key central departments, including Research and Innovation Services (RIS), Department of Academic Enterprise (DAE), Department for International Development (DID) and Student and Library Services (SLS) will attend Induction. They will discuss their respective portfolio agendas and strategies and in particular talk with colleagues about how they could get more involved in their areas of work. Throughout the session, colleagues will be signposted to key sources of learning and teaching (L & T) support, networks and information (LTE Online). The University's Professional Development Framework and the UK Professional Standards Framework (UKPSF) will be discussed providing the opportunity for new academic staff to discuss specific needs relating to future CPD and L & T support e.g.: PgCLTHE, LTE CPD Offer. While the session will be structured around the above areas there will be flexibility and time providing opportunities to share and discuss challenges, ensuring that the session addresses the needs of the participants.

Recognising Excellence in Learning and Teaching (RELT) – UKPSF/HEA Recognition Workshop

LTE Academic Lead: Nicola Poppitt

Delivery: Monthly (two hours)

This workshop is specifically for colleagues who would like to seek formal recognition for the work they do in teaching and supporting learning in HE. Teesside University Professional Development Framework for Teaching and Supporting Learning: Recognising Excellence in Learning and Teaching (RELT) is accredited by Advance HE and provides participants with the opportunity to be professionally recognised through Advance HE's Fellowship Scheme.

It is relevant for all colleagues involved in teaching and supporting learning and will provide colleagues with a greater understanding around how the UK Professional Standards Framework (UKPSF) and HEA Fellowships relates to their professional practice. Formal, external recognition of individual teaching and supporting learning expertise is becoming increasingly important for both individual staff and HEI's. Teesside University is accredited to award a range of HEA Fellowships, as appropriate, to our staff at no cost to the individual.

Personal Tutoring through StREAM
LTE Leads: Digital Learning Developer and Nicola Poppitt
Delivery: Weekly (three hours)

All academic colleagues who are Personal Tutors within their Schools should attend this workshop; it will also be useful to other colleagues who would like to find out more about the interrelationship between Learner Analytics and Personal Tutoring. This session will provide the background and context to the University's Personal Tutoring Code of Practice and the Learner Analytics System: StREAM. It will provide an overview of their respective aims, rationale and objectives. Drawing on learning analytics to inform and shape personal tutoring conversations is a key objective of the Code.

The session will focus around how StREAM informs the pastoral, academic and professional/career conversations (and subsequent actions) that take place between tutor and tutee. Colleagues will be introduced to the Academic Enhancement Framework (AEF) and particularly the 'Student Success' strand which incorporates the expectations around personal tutoring and working with data to support success. Staff will be encouraged to work towards enhancement and excellence in these areas.

Personal Tutors should be proactive in their role and focus on improving student performance providing a consistent, equitable, structured and data informed approach for all students to pastoral, general academic and professional support. Providing general academic support will be focussed around assisting the student achieve their potential (drawing on analytics to facilitate the discussions). In supporting students around pastoral and professional related issues it may be appropriate to direct them to colleagues across the University who can provide greater support (SLS and DAE).

Getting the Most Out of Assessment and Feedback

LTE Academic Lead: Sam Elkington

Delivery: Monthly (two hour) workshop

This workshop is an opportunity for colleagues to engage with and reflect on different models for effective assessment and feedback practices and to gain valuable insights and practical guidance into ways they might optimise their own assessment practices for themselves and their students. The workshop itself aims to provide an open and supportive environment within which to critically consider sector best practice, bringing together cutting edge examples of innovative assessment and feedback practice. The workshop will cover a range of topics, including:

- How to 'design in' assessment flexibility.
- Approaches to delivering high impact assessment feedback
- Devising authentic assessment activities and processes
- Strategies for nurturing students' assessment literacy

Colleagues will be supported in crafting a principled, evidence-informed approach to devising enhancements in their own assessment and feedback practice. The session comprises a series of activities designed to share and review contemporary developments in assessment and feedback, synthesising key evidence and insights into workable plans for developing and facilitating sustainable practice-level change.

Conducting Pedagogic Research

LTE Academic Lead: Sam Elkington
Delivery: Quarterly (two hours)

As educators we need to understand what approaches and strategies enhance student learning and engagement, and to be able to effectively assess the impact of our teaching and learning strategies. The focus of this workshop is to support academic colleagues interested in planning, undertaking and critiquing pedagogical research alongside their existing discipline research and scholarship. This workshop will build staff confidence in pedagogic research methods and leave staff better equipped to research the impact their teaching and learning strategies have on student engagement and student learning.

The workshop will cover the following topics:

Understanding pedagogic research and its place in higher education teaching and learning;

- The range of pedagogic research methods;
- Issues in designing pedagogic research;
- The ethics of pedagogic research with your own students;
- Assessing and critiquing existing pedagogic research.

The workshop will be split between interactive activities considering case studies of pedagogic research and its impact, and opportunities to work in small, supportive groups designing future pedagogic research projects.

Teaching Development Workshop

LTE Academic Leads: Nicola Poppitt and Sam Elkington

Delivery: Quarterly or as required (three hours)

This session is for colleagues who may be new to teaching (and not yet completed the PgCLTHE) or for those who may be more experienced but having recently joined Teesside, would like further insights around learning and teaching at Teesside. It is also relevant for longer established academics who would like a 'refresher' around L&T at Teesside and/or currently experiencing challenges in aspects of their professional delivery.

The session will be tailored to reflect the requirements of the participants but its focus will be around enhancing course delivery and the newly developed Academic Enhancement Framework (AEF) will be central to discussions. It will also address possible issues and challenges facing an academic in delivering sessions relating to space management for different pedagogic approaches, and explore solutions and strategies to deal with these. We will discuss what makes a 'good' and 'poor' sessions and colleagues will be required to reflect on their own practice with a focus on 'what now' on order to enhance practice.   Key sources of learning and teaching (L & T) support, networks and information (LTE Online) will be discussed and there will be opportunities for staff to discuss specific needs relating to future CPD and L & T support.

Future Facing Learning: Toolkit/iPad Training

LTE Lead: Digital Learning Developer

Delivery: Monthly (six hours)

Intended for colleagues who teach undergraduate students eligible for the Teesside Advance Scheme, this hands-on session is designed to equip staff with the knowledge and skills to enhance their pedagogical practice through the use of various digital tools with particular focus on the Future Facing Learning Toolkit applications.

Participants will be introduced to a range of applications from our FFL Toolkit, including Microsoft Teams, OneNote, Sway, and Forms as well as the more standard Office applications such as PowerPoint and Word.

Attendees will emerge from the session as certified Microsoft Innovative Educators (MIEs) – formal recognition from Microsoft of your commitment to digital practice.

Future Facing Learning: Sandpit Event

LTE Lead: Paul Durston

Delivery: one session every other month (3.5 hours)

The Sandpit Event is for colleagues who have completed their FFL: Toolkit/iPad training. It provides an insight into various things not covered during the Toolkit/iPad training that feedback has shown staff find useful. This includes Socrative, the Panopto (ReView) mobile app as well as a very interesting segment on the accessibility features of both the iPad itself and also some of the apps within the Toolkit.

We will share information on the Microsoft certified professional development opportunities available to you and your students which include the Microsoft Certified Educator (MCE) and the Microsoft Office Specialist (MOS) suite of qualifications.

In addition, there's the opportunity for discussion and for people to share ideas and/or things they've put into practice to date.

Blackboard Introduction

LTE Lead: Digital Learning Developer

Delivery: As required (one hour)

2019/20 will see a revised approach to the delivery of Blackboard Introduction sessions to new starters. During Academic Induction, colleagues will be signposted to the Blackboard Quickstart Guide. Following Academic Induction, an LTE Digital Learning Developer will contact each new starter to offer a one to one session at a time convenient to them. Alternatively, colleagues can request a session by emailing LTE@tees.ac.uk

Online Learning Strategic Transformation and Change Project CPD for Schools

LTE Academic Lead: Ann Thanaraj and Online Learning Designers

Delivery: As discussed during Project Initiation

Introduction to the Online Learning roadmap, processes, support in place and project planning

This phrase usually takes place with the course leader and key point of contact in schools (Head of Department or Associate Dean). The aim of this phase is to introduce the strategic transformation and change project to the course team and school, together with the processes in place to propose courses, and the support in place to enable the development of these courses. This phase explores the systems and processes, marketing and recruitment design and development of the project. It is also an opportunity to understand the proposal from the school and offer insights into how the features and functionalities of the technologies can help bring the proposal to fruition.

Curriculum design and development related to course approval staff support and Course approval event panel and team member support for online learning authentication

This phase takes place after market intelligence is conducted and an identifiable market is available for the schools to proceed on the proposal. This process is a co-development phase between the OL team and course team to design and develop the course and produce the course documents in readiness for online learning design. This stage draws on input from a variety of stakeholders: Information Technology and Digital Services, Student Library and Services for copyright, licensing and resources, embedding academic skills; learning development team for student wellbeing and disability support. The co-creation has led to a coherent set of development initiatives embedding the various student facing services at the university. The intention behind this phase is also for all stakeholders to view each development project as an integrated whole 'TU Online Digital Campus' approach to design and experience. Conversations around perceived barriers to online learning, and showcasing methods and tools to break down these barriers through strategies employed throughout the design and development of courses phases through the 3-part staff support pack. Course team and OL designer(s) form the team proposing the course for approval whilst the Associate Dean for Learning and Teaching, along with key stakeholders including Head of OL form the panel for the approval of each course proposed for online delivery.

Staff support pack part 1 (Designing high quality materials for student success and sense of belonging)

This phase is delivered in tandem with course approvals or typically within a week after course approval process. The intention behind this phase is to undertake training around how existing content can be structured and designed, along with existing and new initiatives in the curriculum design phase to: Empowering learners through authentic learning activities for better transfer of knowledge, create personalisation and actively engaging learners; implement teaching and Learning initiatives online through collaboration, assessment strategies, continuous feedback on progress and forward planning using adaptive functionality via intelligent agents

Staff support pack part 2 (Designing user experience for learning)
This phase is delivered during the school's phase of updating their content prior to sharing with the OL team for online design. The intention behind this phase is to encourage academic teams to consider: Creating meaningful spaces through collaboration as a means to deep learning (includes social learning to empower learners and create a sense of belonging); using the online learning platform for inclusively and meaningfully crafted learning and social spaces online; creating meaningful weekly study plans and structures by balancing flexibility for learners balanced with TU academic guided learner journey to help learners participate, progress and for tutors to offer personalised and timely guidance for learners when gaps in understanding are made apparent. During this phase, a showcase of the TU Online Learning platform, past designs and the features and functionalities are demonstrated for a deeper understanding of the affordances of the technology.

Bespoke design and development of module content in readiness for OL design
This phase is undertaken when requested by schools to offer tailored course-specific support. A key feature of this phase is discussion and showcase of the integrated whole digital campus approach to design and experience through the co-creation of TU Online Induction materials, course specific induction materials, creation of academic and research skills hub (generic and course relevant)

Staff support pack part 3 (Facilitation of learning on the learning platform)
This is typically the final stage prior to hand-over of online designed modules to the schools for facilitation of learning. This phase aims to induct a tutor into gold standard practices around how to teach online, key principles around hi9gh quality student support, academic presence, importance of timely support/feedback (adaptive release functions); setting up tools for learners to plan and monitor their learning, role of the personal tutor; report generation on progress and achievement monitoring; effective use of a data-driven technology environment

Just-in-time support initiatives
This phase is offered after the course commences. OL designers offer daily to weekly support as necessary bespoke to the tutor's needs and the module requirements. This is to prompt tutors or offer tips on enacting gold standard practices around online teaching and support whilst the course is underway. The live support helps tutors experience and enact meaningful and active user experience

CPD 'refresher to online learning'
This phase is a refresher for tutors already on the OL journey and an introduction for tutors who are onboarding the OL journey.
Syllabus:
1. What is online learning
2. How is it different from campus or blended modes of study
3. How is it similar to campus and blended modes of study
4. Perceived barriers and what we have done with our designs to address these
5. Gold standard design principles
6. Gold standard student support and experience
7. Working with us - project initiation, deadlines, use of teams to manage progress
8. Sample work from OL designs of May modules
9. Navigating the TU Online platform
10. How to engage in discussions
11. Creative ways of facilitating learning
12. Role of course tutor in induction pack(s)
13. Role of personal tutor and aid of progress bar

Head of Department training
To deliver comprehensive training around the OL roadmap, process for module content design and creation, process for course development and impact on resources across schools, offering an in-depth understanding of managing an OL project from a school's perspective

Course Leader training
To consolidate the various staff support training through the lens of a course leader, including the enactment of a course leader's role and responsibilities on an online course, daily business delivery of a course leader on an online programme, the features and functionalities of the platform which enable a highly data-driven resource to support team members and students on courses

Module Leader/tutor training
To consolidate the various staff support training through the lens of a module leader, including enabling strong user experience through the design and delivery of online courses; the importance of social presence and the significance of the role of the academic in the online space to enable successful participation, progression and learning of online students.

Introduction to the Academic Workload Management Framework and Academic Workload System for Academic staff new to Teesside University

Academic Registry Lead: Simon Hood
Delivery: Monthly (1.5 hours)

Workload Management in Teesside University comprises two key elements – the Academic Workload Management Framework (AWMF) and the Academic Workload System (AWS). The Academic Workload Framework provides a comprehensive, common and clear set of arrangements to recognise academic work activities and responsibilities with appropriate tariff allocations. The Academic Workload System provides a fully integrated University systems infrastructure which ensures University management information is located and accessible in real-time to all stakeholders as appropriate throughout the year.

As a follow on to the initial Academic Learning and Teaching Induction this session will introduce new academic staff to the AWMF along with discussing the process of workload planning, publishing and agreeing workload allocations. The session will also include a demonstration of the AWS and the outputs that the academic would expect to receive (please bring your iPad for this), along with where to access relevant materials relating to workload management on the University Sharepoint site.

Academic Workload Management Framework Updates

Academic Registry Lead: Simon Hood
Delivery: Monthly (1 hour)

This session will provide academic staff with updates to the Academic Workload Management Framework, guidance documents and workload planning process. Initial information will be given during the session in relation to recent updates with some time dedicated towards group discussion.

Academic Workload System Allocator Updates

Academic Registry Lead: Simon Hood
Delivery: Monthly (1 hour)

The session will be used to provide allocators (Head of Departments, School Managers and Principal Lecturer (Staffing and Resources)) with any updates to the AWMF and AWS. Importantly the session will also provide a forum for discussion where examples of good practice can be shared across Schools and any existing issues can be explored.

Academic Workload System Allocator Training

Academic Registry Lead: Simon Hood
AWS System Manager: John Roberson
Delivery: As required – (Half Day)

This session is designed to provide newly appointed Head of Departments, School Managers and Principal Lecturer (Staffing and Resources) with the necessary skills to operate the Academic Workload System. The session will begin with an overview of the Academic Workload Management Framework and associated guidance notes.

There will also be an interactive session using the AWS including:
- Activities within the AWS
- Allocating to Activities
- Allocating to Users
- Service Requests
- Publishing workloads
- Useful reports
- Troubleshooting – Microsoft Teams

Information on how to report issues and frequently asked questions will also be covered.