

Centre for Teaching and Learning - University of Cyprus

Seminar programme outline

Lisa Hayes, PhD, MSc, Med, BSc (Ed) Hons, SFHEA, FSEDA

About your facilitator

Lisa has 30 years' experience in education, ranging from corporate training (retail), secondary school teaching (Physics), leading the learning and development function for a charity, higher education teaching (York University, Exeter University, The Open University) and programme leadership (Devon Secondary Teacher Training Group, University of Bedfordshire). Lisa's most recent posts have included Head of Teaching and Learning at the University of Bedfordshire and Senior Academic Developer at the University of Exeter. Lisa is currently an Educational Developer in the Teaching and Learning Support Unit at Plymouth University, UK.

Lisa values interactive and experiential approaches to support deep learning and role models these in her own professional practice. Lisa holds ILM Coaching for Performance, is a Senior Fellow of AdvanceHE (formerly Higher Education Academy) and a Fellow of the Staff Education and Development Association (SEDA).

About the seminar programme

Day One – Tuesday 6th November 2018

Session One	Content
10:00 – 13:00	<p>Coaching & mentoring to support learning</p> <p>By the end of this session participants will:</p> <ul style="list-style-type: none">• Understand key differences between coaching and mentoring;• Understand underpinning theoretical principles of mentoring;• Be aware of and practice, a range of coaching/mentoring models;• Explore benefits to teaching and learning of a coaching/mentoring approach;• Consider key characteristics of effective mentoring;• Explore implications for being an effective mentee;• Consider ethical implications of mentoring/coaching; <p>This session will use and model a range of interactive pedagogic approaches including paired and group work, experiential learning, role-play and peer learning to enable participants to address these learning outcomes.</p>
13:00 – 14:00 Break for lunch	
Session Two	Content
14:00 – 17:00	<p>Effective peer review to support enhancement</p> <p>By the end of this session participants will:</p> <ul style="list-style-type: none">• Understand underpinning principles/theories of peer review and observation;• Consider contemporary best practice for peer review and observation in the higher education sector;

	<ul style="list-style-type: none"> • Discuss and explore examples of best practice in peer observation/review; • Discuss effective approaches to peer observation/review to enhance teaching practice; • Consider HACE principles of effective feedback for peer review; <p>This session will use case-studies and a problem-based learning approach to model two pedagogic approaches and enable participants to explore concepts in depth, consider how they might apply them to their own context and practice key skills.</p>
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Day Two – Wednesday 7th November 2018

Session Three	Content
10:00 – 13:00	<p>Using Team Based Learning (TBL) to enhance student engagement</p> <p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> • Understand underpinning pedagogic theory for TBL; • Experience the TBL approach and consider how it might be applied in their own context: • Discuss examples of best practice from an international perspective; • Consider practical strategies and issues of implementing TBL; • Discuss data relating to the impact of TBL in several contexts. <p>This session will use the TBL approach to deliver most of the outcomes. This will enable participants to experience this innovative teaching approach for themselves, and learn about how it might be applied to their own teaching practice.</p>

Handouts, recommended further reading and PowerPoint slides will be made available after each session.