

Orientation Programme for teaching staff – Academic year 2012-13

Seminar title: Teaching & Learning in Higher Education

Facilitator: Dr. Kate Exley

Kate is a Senior Academic Staff Development Officer at The University of Leeds and an Independent Consultant in Higher Education Development. A former Geneticist she has delivered workshops and undertaken projects at more than 50 HE, FE, Medical and Research Institutions across the UK, in Eire and Africa. Kate is series editor for the popular Routledge book series “Key Guides for Effective Teaching in Higher Education” and has recently co-authored titles on Lecturing, Supervision and Small Group Teaching. She is a National Teaching Fellow, an HEA Fellow and a SEDA Senior Fellow.

Dates: 23 & 24 October 2012

PROGRAMME

Tuesday, 23 October 2012:

09:30-12:30	Session 1: From Theory to Practice: Influential ideas in learning and teaching
12:30-13:30	Break
13:30-16:30	Session 2: Small Group Teaching : Seminars, Tutorials and Beyond

Wednesday, 24 October 2012:

09:30-12:30	Session 3: Giving an Interactive Lecture to engage learners
12:30-13:30	Break
13:30-16:30	Session 4: Reviewing student assessment and feedback

Session 1: From Theory to Practice: Influential ideas in learning and teaching

Synopsis: How do students learn, what models and theories help us to better understand the processes that take place in learners so that we can help them and teach them more effectively?. This workshop will provide a quick tour of some of the most influential ideas from educational theory and provide a forum for colleagues to both consider their usefulness and apply them to their own teaching practices.

Learning Outcomes: At the end of the workshop participants will be able to:

- Be able to explain four of the most influential learning theories in Higher Education today (e.g. Kolb's learning cycle, Bloom's Hierarchy of cognition, Deep and Surface Learning & Learning Styles and Constructivism and Constructive alignment.)
- Consider the value of these learning theories in Higher Education teaching and learning
- Explore the practical applications of these ideas to their teaching and assessment practices

Target Audience: Those who wish to develop some useful theoretical frameworks to underpin their developing teaching practices. This workshop will provide a very practical look at theory.

Session 2: Small Group Teaching : Seminars, Tutorials and Beyond

Synopsis: This workshop session will consider the attributes of an effective and stimulating small group teaching session. Looking specifically at seminars and tutorials, the topics covered will include; the goals of Small group teaching and why discussion aids learning, review a variety of teaching techniques, methods and approaches to support discussion; analyse of common problems and barriers and consideration of the skills needed by a tutor/ facilitator. The workshop will also include the opportunity to design a discursive session and consider one's own facilitation skills.

Learning Outcomes: At the end of the workshop participants will be able to:

- Consider the value of small group teaching for their students
- Recognise the importance of participation and discussion for student learning
- Review a range of small group teaching methods
- Discuss a set of small group teaching challenges and difficulties e.g. how to get discussion going in the very quiet group etc
- Design a session to respond to the needs of a challenging group

Target Audience: Those who wish to develop their small group teaching approaches and incorporate effective student discussion and participation in these sessions.

Session 3: Giving an Interactive Lecture to engage learners

Synopsis: Should we get rid of The Lecture? Is it outmoded and obsolete? Although there has been much recent rhetoric relating to the demise of the lecture a quick glance at many teaching timetables indicates it's prevalence in Universities. A teaching method that has been with us since the 12th Century surely has some intrinsic merit. This workshop considers some practical ways in

which the lecture can be updated and enhanced through the incorporation of well-designed learning activities.

This half day workshop will consider ways in which teachers can encourage greater engagement and increased 'active learning' in larger teaching settings such as the Lecture.

Learning Outcomes: At the end of the workshop participants will be able to:

- Consider the reasons why we lecture
- Apply a range of lecture formats and structures to aid engagement and understanding
- Evaluate a range of active learning approaches that can be incorporated in a lecture
- Design an interactive element for a lecture and consider its use in practice

Target Audience: Those who wish to explore ways to make their lectures and large group teaching sessions more engaging and learn how to actively involve their students in these classes.

Session 4: Reviewing student assessment and feedback

Synopsis: Assessing students in order to provide them with a just and reliable grade is a demanding and rigorous process. In recent years we have been keen to ensure that our assessment methods truly capture the variety of skills and knowledge that we wish our students to learn, which in turn has led to a diversification in assessment approaches and processes.

In addition we also wish to use assessment to provide students with realistic learning goals and to provide them with useful and constructive feedback to help them improve and develop their skills. This workshop will provide a forum for colleagues to critically review a range of assessment methods and consider how best to provide rich feedback to their learners.

Learning Outcomes: At the end of the workshop participants will be able to:

- Identify the key reasons why they assess their learners in the ways that they do and consider issues of reliability, validity and fairness.
- Review a range of assessment approaches to assess their strengths and weaknesses
- Update their skills in giving constructive feedback to learners
- Discuss ways in which feedback can be embedded in the curriculum to develop student skills and enhance their abilities to self-evaluate in preparation for life-long learning.

Target Audience: Those who wish to review their approaches to assessing student learning and shape and provide feedback that is constructive and enabling for students.