REFLECTIONS

About *Reflections*

Welcome to the third issue of *Reflections*, the newsletter which focuses on teaching, learning and assessment in Queen's and more generally in higher education. *Reflections* is published once a semester by the Centre for Educational Development and provides a forum for discussing learning and teaching initiatives in Queen's. We aim to balance articles from the various support units within Queen's with contributions from individual members of staff.

In this issue we feature an introduction by Professor Ken Brown who has taken up the role of Pro Vice Chancellor with responsibility for Education and Planning, following the retirement of Professor Ken Bell at the end of September. Professor Brown highlights key themes for the year ahead, including recruitment of students, widening participation, the quality of the student experience and staff engagement with students.

Several articles discuss issues related to developing students' skills, employability and entrepreneurship and an article by Professor Carol McGuinness looks at approaches to developing students' critical thinking. Professor Liam Kennedy provides a case study of how he engaged in research-led teaching by helping his first year students to work with primary historical data.

We also feature the winners of the 2006 Teaching Awards, a report on the recent CED conference on Enhancing the Education Environment at Queen's and news and updates on learning and teaching events and initiatives within Queen's.

Contributing to the next *Reflections*

We would very much welcome contributions for our next issue of Reflections to be published in the Spring semester. Contributions can be articles on an aspect of teaching and learning or student support (generally 500 - 750 words) or shorter "newsflash" items, e.g. reporting on a recent event or advertising a new venture or up-coming event (100 -200 words).

Contributions can be submitted via e-mail to Linda Carey, (l.carey@qub.ac.uk) or Liz McDowell (e.mcdowell@qub.ac.uk) Centre for Educational Development.

Linda Carey
Editor of *Reflections*

Introducing the new
Pro-Vice-Chancellor for Education and Planning

Professor Ken Brown

It is with some hesitancy that I put pen to paper (or more accurately finger to keyboard) to write this contribution to *Reflections*. A few weeks into my new responsibilities I am still trying to come to terms with the array of acronyms which now seems to characterise educational activity. Documents emanating from QUESC, QAPS, CETLS, VSC, CED, CRSC, litter my desk and I understand all too well why Ken Bell seems to have shed about twenty years, not to mention several sack loads of paper, since his retirement. My learning curve will be steep, probably in some instances actually leaning backwards.

On top of this, rarely a day seems to pass without an invitation from some external group or other to attend a conference on important education issues. The volume is such that I now also understand why Ken Bell had a season ticket on the "red-eye" to London. However, I declined his offer to pass the ticket on to me at a cut price in order to concentrate on the numerous key challenges facing Queen's in delivering the priorities set out in the Education Strategy – recruiting high quality students from diverse backgrounds, developing and enhancing the curriculum, promoting and supporting the student experience, and ensuring staff engagement in fostering excellence and innovation.

Student recruitment, for which the University has set itself ambitious targets in the new Corporate Plan, will have to be undertaken in an increasingly competitive environment as the 18-20 year old age cohort falls and all universities look to increased postgraduate numbers, both national and international, as a source of additional revenue. More importantly for Queen's, successful international recruitment offers a major way of diversifying a student body overwhelmingly local in nature, thereby enriching its educational experience.

Altering recruitment patterns has significant implications for our approach to marketing and admissions, as well as putting the onus on Schools to ensure that the curriculum is regularly reviewed and attuned to what the market requires. Here the skills agenda is particularly important, while responding in a timely fashion to new demands and opportunities raises issues around course approval processes and flexible delivery. At the same time it is important that we deliver on our commitments to Widening Participation. It is not widely appreciated that under the terms of the Access Agreements put in place to underpin the new student fee regime, failure to deliver on widening participation targets allows funding bodies to refuse universities the right to levy the enhanced student fee, thereby depriving them of this major income stream.

The quality of the student experience is another major priority for Queen's and one in which I now have a personal interest. My first five children all crumbled pathetically and acceded to fatherly injunctions to go to other universities. Made of sterner stuff, the sixth resisted and has just started at Queen's. My impression is that induction this year represented a considerable improvement on previous years but there is more to do, both at induction and in the first few weeks of year one in particular, if we are to address the major issues of student retention and progression where, in some parts of the University our record is not good.

Generally we will monitor this through the new planning process but more specifically a working group will be considering the whole matter in the course of the year. Another working group will be examining assessment and course feedback, both identified in national student surveys as major student concerns. This is particularly timely in view of the Burgess Group's recommendation that the traditional degree classification be abandoned in favour of three categories of fail, pass, and distinction.

Finally, there is the issue of staff engagement with students and commitment to teaching. There is already a great deal at Queen's of which we can be proud in this respect, for example, two national teaching awards, top-level endorsement through the QAA process, three CETLS, and a highly regarded PGCHET. These all indicate that within Queen's there exists the means to support the University commitment to provide a world class education. The challenge is to ensure that the education throughout the entire institution is able to benefit from the best practice, innovation, and experience represented by these developments. To that end I hope to meet individually with every Director of Education over the next couple of months. I look forward to working with all colleagues to meet the challenges which lie ahead.

Professor Ken Brown,
Pro-Vice-Chancellor for Education and Planning

An international view of PDP at Queen's

During the summer CED was contacted by the Salzburg Research Institute and asked to take part in a small study of strategies being used to implement PDP in universities across Europe. The study was led by Veronika Hornung-Prähauser and Wolf Hilzensauer who have research interests in PDP e-folios. The feedback from Salzburg was very encouraging,

"The PDP example of Queen's is the best example we could find in our small study. Congratulations."

In addition to this, Professor Ken Bell was recently visited by Helen Pridmore of the University of Waikato in New Zealand who was here on a fact finding mission on behalf of Professor Roy Crawford. Waikato was particularly impressed by our PDP initiative and further contact is planned over the coming months.

PGCHET
Awards Ceremony 2006

At an awards ceremony on the 28th September, Professor Ken Bell presented the certificates to the summer 2006 graduates from the Postgraduate Certificate in Higher Education Teaching (PGCHET). Until the end of September, Prof Bell was Pro Vice Chancellor for Education and he has now retired from the University.

The PGCHET is an M level accredited course, consisting of two modules, organised jointly by the School of Education and the Centre for Educational Development. The course aims to introduce new academic staff and contract researchers to some innovative approaches to teaching and learning, as well as providing them with a chance to practise their skills and receive feedback in micro teaching sessions. One of the additional pluses of the course is a chance for staff to meet and network with colleagues from across the university.

To find out more about the PGCHET, please contact Linda Carey in the Centre for Educational Development or Steve Walsh in the School of Education.

Ken Bell, Orlagh Hunt, Paul Hermon and Joe Quinn (from left to right)

Katy Turton, Sinead O'Sullivan, Linda Carey, Ken Bell, Maire McCloone and Steve Walsh (left to right)

The National Student Survey

Sarah Hannaford and Susan Harte,
Centre for Educational Development

Regular readers of the Times Higher – or indeed what we used to call the "broadsheets" – will probably have seen recent coverage of the results of the second National Student Survey which were published in August. Here we provide a guide to the Survey and highlight some of the issues in interpreting the results.

The NSS has its origins in the 2002 Cooke Report on Teaching Quality Information which recommended that published information on institutions should include "feedback from recent graduates …collected through a national survey" that would help prospective students and their advisers choose where and what to study. The Survey covers most publicly-funded higher education institutions in England, Wales and Northern Ireland, although it is worth noting that a number of the more prestigious universities including Oxford, Cambridge and Warwick seem to have distanced themselves from it. The Survey also covers, with a few exceptions, all full-time and part-time undergraduate students in their final year of study. In the case of Queen's the largest group of undergraduates not covered is nursing students (because of NHS funding). Students on Initial Teacher Training courses were not included in the first Survey in 2005 but were included in 2006. Another Survey will be undertaken in 2007 but its future beyond that is not clear.

The Survey was conducted in the early spring and was promoted by the Centre for Educational Development using, among other things, student helpers to distribute leaflets, Queen's Radio, and Information Services. Overall, the University's response rate was 62.69% in 2006 and 66.91% in 2005 - response rates this high make for reliability, albeit if only at an institutional level. The Survey questionnaire asks students to rate how they have found: teaching, assessment and feedback, academic support, organisation and management, learning resources and support for personal development.

We judge that the Survey is of limited value to potential students. Part of the reason is that the results are published in subject groupings too broad to be useful in many cases. For example, history is lumped with archaeology and civil engineering is lumped with chemical engineering. Institutions, however, are given the results at finer subject definitions but only for internal quality management purposes and this data, which cannot be published externally, is more useful. At this level of detail, there is also the potential to analyse the data by all the attributes that attach to the student number such as gender, age, nationality and disability.

A first analysis of the results was distributed to Schools within days of publication in August and this is being followed up with more detailed analyses. Overall, within the University, our best scores are for learning resources, teaching, personal development and organisation and management. The area achieving the lowest score is assessment and feedback. Nationally, the University is roughly average or slightly above average on all counts apart from assessment and feedback.

The way the results are presented clearly encourages comparisons: a 4.1 scored last year is compared with a 4.2 scored this year or a 3.5 in assessment and feedback is compared with a 4.3 in learning resources. We believe that great caution needs to be exercised in making comparisons between questions and sections, between subject areas or from year to year. Institutions are not given access to the raw data and, without it, it is not possible to calculate if differences are statistically significant. Our advice is that the results should only be used to determine School strategies if supported by other evidence.

Overall, the results of the 2005 and 2006 NSSs have provided an insight into students' opinions of their experience at Queen's. But there are issues of reliability and validity and we should be reluctant to draw solid conclusions. The 2007 Survey will provide a third data set and provide a firmer basis on which to make analyses.

Queen's Teaching Awards 2006

Seven Queen's Teaching Awards have been awarded in 2006. The Award recipients are a mix of teams and individuals, new and experienced staff, innovative and traditional teachers and they cross all three Faculty groupings. The Teaching Awards panel was chaired by Professor Ken Bell, who has led the Teaching Awards' panel over the past five years. Professor Phil Race from the University of Leeds was the external assessor and a number of academic and academic-related staff from across the University completed the panel. **Congratulations to the winners as follows:**

Mr Clive Cochrane, School of Management and Economics

This award is made to a highly reflective practitioner who is providing a range of excellent learning opportunities to his students. His effective use of technology enhances his students' learning experience and his commitment to his own professional development is outstanding.

Dr Geraint Ellis, School of Planning, Architecture and Civil Engineering

This award goes to a teacher who is using a range of technical tools to enrich and enliven student learning, and whose informal formative feedback is highly effective. The panel particularly valued the recipient's innovative use of learning technology to encourage student discussion and manage the assignment marking process.

Dr Marian Traynor, Mrs Anne Gallagher, Miss Lorna Martin, Mrs Susie Smyth and Miss Billiejoan Rice, School of Nursing and Midwifery

This award goes to an extremely effective and dedicated team who are providing a multi-faceted learning opportunity to prepare their students rapidly and effectively for real-life situations they will meet in practice. The team are equipping students with a number of valuable skills such as critical observation skills and the ability to think quickly and decisively in potentially stressful situations. The panel particularly noted the team's responsiveness to the needs of the students according to their level of experience.

Dr Jonathan Cole, School of Mechanical and Aerospace Engineering

This award is made to a committed teacher who is effectively teaching a difficult subject to large groups of students. The panel was impressed with his dedication to his students and his thoughtful and successful redesign of a module which had been in difficulty. His carefully planned use of guest speakers provides the students with an enjoyable and effective learning experience, evidenced by his student evaluations.

Dr Maura McAdam and Mr David Gibson, School of Management and Economics

This award is made in recognition of the development of a programme which provides students with enterprise skills for life. The panel was convinced that this team's students are receiving an exciting and valuable experience. The teaching task is approached with enthusiasm and an element of fun has been introduced to stimulate the students' interest. The students engage in active learning and are encouraged to reflect on what they have learned, thereby developing a useful skill for further learning and life

Dr Ramona Wray, School of English

This award is made to a teacher whose commitment to her students is very evident. She is providing a rich, diverse learning experience and empowering her students to discover learning for themselves through her encouragement to them to be active researchers. She stimulates their interest and curiosity by linking study to resources outside the University. Her passion for teaching was apparent to the panel members.

Ms Jayne Price(r) **and Ms Patricia McNeilly**(l)**,** School of Nursing and Midwifery

This award is made for an effective team-teaching approach to addressing the educational needs of a very difficult but important speciality. The panel was impressed by the responsiveness of the team, in the design of the course, to the needs of a diverse group of students, using a wide range of teaching strategies to provide an impressive learning experience for their students.

The 2007 round of the QUB Teaching Awards will open in January 2007 and will be advertised widely at that time.

MAKING HISTORY:

Professor Liam Kennedy, School of History and Anthropology

On Sunday, the 2nd April 1911, Neal Gallagher, filled in a census form for himself, his wife Mary Ellen, and their three children, Columba, Daniel and Kathleen. Neal was from Donegal, his wife from Armagh, the oldest child was born in Cavan and the other two were Belfast-born. The migratory pathway traced out by the family, one shared by many other migrants to the boom town of Belfast, is clearly evident in the census manuscript. On a more poignant note, Mary Ellen, though only 30 years old at the time of the census, had already lost two children. She had been a young bride, married at the age of nineteen.

Neal was in the Royal Irish Constabulary, was Roman Catholic, and rented a red-bricked terraced house on a mainly protestant street off the Shankill Road. Even more challenging perhaps to some of our perceptions of the past, Constable Gallagher was an Irish or Gaelic speaker.

This family vignette gives a sample of the kinds of evidence available from one of the richest sources on the Irish past, the original census forms filled in by some one million households in Ireland in 1911. The material is ideal for student historians, in that it offers a window on social, economic and cultural life on the eve of the Great War, the Easter Rising and Partition. The problem though is that these manuscripts are held in the National Archives in Dublin and are not easily accessible to students or indeed anyone else.

Fortunately, we have a large project within the School that is digitising the census returns for Belfast for research purposes, and it struck me – as a spin-off venture – we could adapt this work for teaching and learning. So, last year in the School of History we introduced a new module called Belfast in 1911, based in the main on original source materials rather than the more conventional textbooks and journal articles. This was for a group of first-year students, so it was a somewhat risky experiment in research-led teaching.

We were inviting students to engage actively and imaginatively with source materials and to come up with their own findings. In view of the richness of the information in the 1911 census, the enquiries could range from family and household structure to marriage patterns, gender, residential segregation, child mortality, fertility within marriage, religious affiliation, occupations, literacy, housing conditions, migration and immigration to Belfast. More ambitious explorations could use these building blocks to interweave knowledge of two, three or more sets of variables.

So, students were being put in the position or the role of working historians, rather than being relegated to the position of passive consumers of other people's knowledge. After all, history really is made by historians working with evidence. This was quite challenging, not least because students were being asked to define their own historical problem and come up with original findings.

The mechanics of the approach, very briefly, were as follows:

· the digitised versions of the original census forms, which were virtually identical to the originals but in a form that was more legible and more convenient for analysis, were placed on a specially-dedicated website

· students downloaded from this site a sample of 20 households, containing the details of roughly 100 individuals

· ten of these households were from the Falls ward and ten from the Shankill ward, so as to facilitate comparisons and contrasts across two working-class areas of the city

· students were encouraged to read widely in the secondary literature on Edwardian Belfast, both to provide context and to identify key issues

· students then devised their own research question or problem

· making history: students analysed the evidence available to them to come up with original findings

· these findings were then related to the wider literature in the form of a research paper or essay

Naturally, some students were apprehensive in the beginning; indeed so was the tutor. The approach was supported by a series of weekly lectures and workshops, where discoveries, problems and imaginative possibilities were explored in group discussion. What was the story behind the appearance of an Italian immigrant trader or a Scottish-born engineer in the Belfast of 1911, never mind the boarding house with mainly young unmarried females?

Overall, students seemed to get a sense of achievement, as well as fun, from practicing the historian's craft. This was independent learning, albeit supported, coming up with findings original to the particular student. Perhaps in the end the approach, and the type of source material being used, tuned in (like Reality TV?) to one of the most basic of human qualities: curiosity about other people and how they live their lives.

A Step Away – *Research with a Community Organisation*

Samantha Taylor,

Division of Basic Medical Sciences/Anatomy
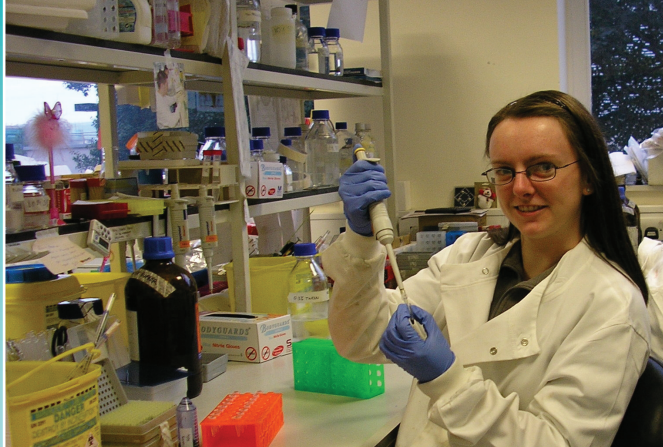
Kelly Redmond, Centre for Cancer Research and Cell Biology

Kelly Redmond is in the second year of her PhD research within the Centre for Cancer Research and Cell Biology (CCRCB), where she is involved in the investigation of drug resistance in a number of different cancer types.

This has not been the first academic experience Kelly has had within the field of oncology. During the final year of her BSc in Biomedical Science, Kelly was involved in a collaborative research project with The Ulster Cancer Foundation and the Northern Ireland Cancer Registry, the project being facilitated by The Science Shop.

The principle aims of Kelly's undergraduate research were to determine the effectiveness of skin cancer awareness campaigns in Northern Ireland between 1991 and 2004, and to determine if staging of skin cancer at diagnosis has changed over this time. From this research it was evident that the incidence of malignant melanoma is increasing in Northern Ireland. This increasing incidence relates to early stage tumours which may suggest that the health promotion campaigns have been effective in persuading individuals to seek medical opinion early.

This 'working' research project gave Kelly the opportunity to develop a range of transferable skills including scientific writing and statistical analysis which have proven invaluable to her during the past year. Kelly revealed that most importantly, this project provided her with an appreciation of the number of cases of cancer diagnosed each year in Northern Ireland and worldwide, and that this research confirmed her interest in pursuing a career in this area.

Eileen Martin, Manager of The Science Shop has commented:

'With students, we find that carrying out research with a community organisation often brings home to them the relevance and value of their academic work. While some students become aware that research is not for them, for others this experience is what inspires them to move on to further study. The process of applying what they have learned to a real problem can often crystallize for students what they want to do when they graduate. The added benefit is that the voluntary organisations get the benefit of the student input and also access to the expertise of the academic staff who supervise the projects.'

The Professionals

Dr David Wilson, School of Medicine and Dentistry

As a module co-ordinator, there is a rather ritualised formality of turning up at exam venues for written exams. After checking the paper, providing a contact telephone number in the event of a problem and agreeing to pick up the scripts at the end of the exam, the co-ordinator normally hangs around for the first 10-15 minutes of the exam to ensure that all is running smoothly. This is relatively painless, apart from trying to avoid inadvertent eye contact with the exam candidates and ensuring that one's footfalls aren't too loud and distracting.

This pattern changed at a recent supplementary exam. A student arrived at the exam late and ran into me as I was leaving. Flustered, the student came with me into the hall (the exquisitely appointed 'Ashby Cafeteria'). I indicated to the candidate the designated seat and then waited a few more minutes just to make sure that all was well with the student. It wasn't. A hand was raised: could the candidate have a drink of water? The Senior Invigilator escorted the student to the toilets but on returning to the foyer outside the hall, it was clear that the student's condition had worsened. Hyperventilating, unable

to stand and becoming increasingly distressed, the student couldn't continue with the exam and said so. The Green Room did not seem to be an option. Between sobs, the student pulled out a card with the Counselling Service number on it and they were contacted for assistance. A counsellor came quickly and provided much needed support to the student. A concerned passer-by, a staff member from the Ashby, arranged for the Boardroom to be used by the Counsellor and student as it was quieter and more private. The Counsellor and the student agreed that medical advice should be sought as a matter of urgency and this was arranged with the University Health Centre. The student was gently assisted down to the front door of the Ashby (using a wheeled chair kindly provided by the Porters). After a short car trip to the UHC, the student was seen by a doctor. Assured that the student was in good hands, I left.

Why am I writing this? It's simple: to record the professionalism, compassion and thoughtfulness provided by all levels of QUB staff to a distressed student who was having a bad day. Cynthia, Nuala, Brian, the UHC staff and the Ashby porters – thank you.

Enterprise Education

at Queen's University Belfast

David Gibson

Senior Teaching Fellow in Entrepreneurship

In 2000 Gordon Brown, the Chancellor of the Exchequer, funded a series of science enterprise centres throughout the UK with the aim of making all science and engineering students more enterprising, to create a more entrepreneurial culture at universities and ultimately to create global businesses based on university research and similar to those created at MIT (Massachusetts Institute of Technology) in the USA and the University of Cambridge within the UK.

Thirteen science enterprise centres (SECS) were created one of which was NICENT (The Northern Ireland Centre for Entrepreneurship), a partnership initially between the University of Ulster and Queen's University Belfast, with Loughry College collaborating at a later stage. The aim was to embed Entrepreneurship within the university science curriculum, to encourage entrepreneurial behaviour and to find new ways of teaching a very practical "hands on" subject.

Can Entrepreneurship be taught?

In many ways the project seems to be in contradiction with the old adage "Entrepreneurs are born not made". It was felt that any form of teaching had to be interactive and have the objective to encourage students to not only consider entrepreneurship as a career, but also to be more enterprising in whatever career path they choose. The University of Ulster ultimately decided on a web CT based module with all work being carried out online.

I arrived at Queen's in November 2002 in the School of Management and Economics with a specific remit to embed Enterprise within the Faculties of Agriculture and Science, Engineering and Medical and Health Sciences at an undergraduate level. Colleagues within the regional office were responsible for the postgraduate enterprise teaching programme.

The challenge was to decide on the teaching and implementation approach whilst ensuring the enterprise teaching strengthened rather than weakened Queen's reputation for research excellence and quality assurance for the teaching programme.

Implementation

With the support of the NICENT Planning Committee the process worked very well as in each case we customised the curriculum development to the needs and requirements of each individual school. A generic model would have been much easier but Heads of Schools appreciated the fact that they got a unique solution and enterprise teaching and curriculum relevant to their particular students. A good example would be the School of Nursing. The Head of School was enthusiastic but there were challenges in linking enterprise and innovation to a profession with strict guidelines. By working with key nursing staff we designed materials that helped each nurse to see the relevance and to aim to be a "more enterprising and innovative nurse".

Over 3000 students had achieved the enterprise learning outcomes by June 2006 and over 2000 were awarded the Queen's certificate in Entrepreneurship studies.

More importantly evaluation of over 1000 student responses showed that virtually all students appreciated the relevance, loved the interactive teaching style and felt they would now either consider becoming an entrepreneur or were determined to be more enterprising in their career.

A Business simulation game has been devised for use in the School of Management and Economics. Successful entrepreneurs were used as role models for the class and students have been able to study "live case studies". Student teams competed within their classes to come up with the best idea and had to "pitch" their ideas to a panel of business people. We now are working on using drama techniques in conjunction with that School to bring the subject even more alive. Increasing numbers of students are starting their own businesses but more importantly many on professional career paths have now indicated that they will use enterprise skills and hope to become an entrepreneur at some stage of their career.

Postgraduate teaching was carried out by Claire McGivern with business advisers and academic entrepreneurs who had already "spun out" their enterprise. This postgraduate training is set to expand in line with the requirement for all PhD students to develop enterprise skills during their studies.

Students have participated in Enterprise courses in England with Scotland with students from other universities including MIT Boston. A Queen's Enterprise club has been formed from September 2005 and there are planned activities for Enterprise week in November 2006.

As a result Richard Millen and Claire McGivern from the Regional Office won the Queen's teaching award for learning support and I myself won a teaching award for my undergraduate work individually and this year as a team with Dr Maura McAdam. We are also increasingly being asked to help other universities both in the UK and internationally to develop enterprise education. More importantly though we hope, in creating an entrepreneurship culture at Queen's, to play a part in helping make Northern Ireland more enterprising and more successful in the international marketplace. We will continue to learn and innovate and hope to make a significant contribution in the medium term to the rate of global business start up in Northern Ireland.

CED Conference

Enhancing the Education Environment at Queen's

Liz McDowell, CED

On 18 and 19th September, Queen's hosted a 2-day conference on the theme of enhancing the education environment at Queen's. The conference, organised by the Centre for Educational Development, featured four keynote speakers and nine workshops covering subjects including e-learning, interprofessional education and critical thinking. In addition to three external speakers, the conference featured a number of colleagues from within Queen's. The event proved so popular and attracted over 70 delegates from Queen's, the University of Ulster, Stranmillis University College and the Open University.

Professor Brenda Smith of the Higher Education Academy opened the event with an address on "learning orientated assessment". This is, "an assessment process in which learning elements are emphasised more than measurement ones" (Carless, 2003).

One of her key points was the need to feed forward to students - to tell them what they can do to be better in the future. She would like to see marks banned in first year and for lecturers to concentrate on feedback and supporting students to improve on their next piece of work.

Professor Grainne Conole from the Open University critiqued some of the ways in which education has changed over the last 30 years. She highlighted some recent research on practitioner and student experiences and perceptions of the use of technology and used this as a basis for considering future directions for education and the role of technology. MP3s and mobile phones, for instance, are standard tools that students are using routinely. Institutions need to consider how they are incorporating these into the ways they deliver education and student information.

Day two was opened by Professor Dai Hounsell, from the University of Edinburgh. His presentation explored how research evidence can inform and underpin efforts to enhance learning and teaching.

Professor Dai Hounsell

Dai was involved in a large-scale ESRC-funding project entitled "Enhancing Teaching-Learning Environments in Undergraduate Courses." He provided insight into how the project team gained a better understanding of what factors help or hinder the pursuit of high quality learning in contemporary higher education and then used the findings to improve course effectiveness on three courses of different sizes and levels. The team discovered that by working in close collaboration with course teams before the teaching was delivered, they were able to raise student satisfaction on the issue of guidance and feedback on assessed work.

After lunch, David Grant from Drama Studies livened us all up with an interactive session to demonstrate using game-based approaches to stimulate the teaching process in both large and small groups. David has been working with students in disciplines as diverse as Engineering, Medicine and Law.

Professor Carol McGuinness provided a closing address on Education for Critical Thinking and she has written in detail about this on page 9.

Professors Grainne Conole, Ken Bell and Brenda Smith (left to right)

In bringing the conference to a close, Carol summed up the themes of the conference. She noted that the focus on assessment has changed from the idea that assessment is about producing evidence for what has already been learned to one of formative feedback and feed forward - the need to communicate clearly to students what is expected from them and provide them with comments that will help them to learn for the future.

Learning has traditionally been seen as an individual and largely solitary activity. There is now, however, a new emphasis on social forms of learning using interaction and talk– in groups, across disciplines and interacting with a wide range of media.

According to Professor McGuinness these ideas can be characterised as new 'pedagogies'. i.e. new forms of learning that have implications for how we organise and design teaching. With the similarities between what Carol identified as important for teaching critical thinking and these new pedagogical approaches, it is apparent that there is a clear, new agenda for learning and teaching.

Feedback from participants about the event has been very positive and CED will be organising a second 2-day conference next September. The PowerPoint presentations from the keynote addresses from year's conference can be downloaded from the CED website at www.qub.ac.uk/ced

Education for Critical Thinking:

Where does higher education stand?

Carol McGuinness, School of Psychology

The idea of teaching for thinking is not new.   The origin of education for critical thinking can be traced to antiquity and is perhaps most associated with Socrates. The Socratic method of philosophy was based on questioning, confronting and challenging arguments with the purpose, not just of winning the argument, but of arriving at the truth.

In contemporary discussions of critical thinking, the old and the new find a common cause.   A concern about critical thinking is part of the liberal education tradition – essential to the idea of a university, as Newman argued. From this perspective, education is about the expansion of the student's outlook, the development of their intellectual capacities, and the pursuit of truth through critical investigation.

But this liberal tradition now converges with more instrumental views – that critical thinking is necessary for lifelong learning. In this regard, perhaps the best that education can do is to create critical thinkers and learners who can recognise and produce good arguments, challenge assumptions, systematically examine evidence, work through the options, spot if they are being persuaded by rhetoric or logic, and so on.   In addition, surveys of employers indicate that they do not want graduates to be just knowledgeable and technically competent (important though these achievements are).   They also want them to be problem-solvers, to recognise and work within real-world constraints, to broadly evaluate conditions, and to communicate with clarity and confidence. Indeed, to participate fully in the modern world – as a person and as a citizen – we need to be able to think critically.

The development of critical thinking was traditionally associated with being a student in higher education. But higher education can no longer claim critical thinking as its sole preserve. Across the world, school sectors – both primary and secondary – are now deliberately emphasising the quality of pupils' thinking in their curricula – critical thinking, creativity, problem solving, decision-making and so on. The revised Northern Ireland Curriculum is leading the way in developing a robust framework for thinking skills and personal capabilities (www.ccea.org.uk) – and there are similar developments in England, Scotland, Wales, and the Republic of Ireland. For some years now, there has been an AS/A-level on Critical Thinking offered by the OCR examinations board in England (www.qca.org.uk/14-19/6th-form-schools/68_1871.htm).   My own research has focussed on the development of children's thinking skills in primary classrooms (www.sustainablethinkingclassrooms. ac.uk).

So, where does higher education in the UK stand on these matters?   An emphasis on generic student skills has been part of the higher education agenda since the early 1990s. Student skills have often been seen as separate from the traditional curriculum and academics have sometimes struggled to recognise them as part of their educational purposes in disciplines.   In contrast, the quality of students' learning and thinking is central to disciplinary (cross-disciplinary, inter-disciplinary) understanding and learning.   It may be timely for higher educators to listen to the soundings from further down the school system and to respond by re-examining and re-invigorating their own teaching purposes with regard to the quality of student thinking.

This will mean going beyond immersing students in disciplinary knowledge, research-informed teaching and so on.   Rather, it will require deliberate efforts to make the modes of thinking in disciplines more transparent for students, perhaps by identifying systematic taxonomies of thinking and enquiry to guide the design of the curriculum, examining the nature of truth claims in disciplines, as well as the beliefs and practices associated with knowledge generation. Such expert knowledge is deeply embedded in academic practices and may not be as readily accessible to students as we sometimes believe. To borrow a phrase from Professor David Perkins from Harvard, who has written extensively on these matters, students need to engage as much with the 'art of knowing' as with knowledge itself.

This agenda would surely move education for critical thinking in higher education onto a higher level.

For further information and reference list about teaching critical thinking in higher education, contact c.mcguinness@qub.ac.uk

Going with the grain:
## employability and enterprise in research-intensive universities

A team from Queen's accepted an invitation from the Higher Education Academy to facilitate a parallel workshop at a two-day conference on this theme in September. The event was attended by one hundred and ten delegates representing higher education, students and employer organisations. Centres for Excellence in Teaching and Learning and the Russell Group were strong in numbers.

The challenges involved in undertaking initiatives that enhance employability are often distinctive for research-intensive institutions, with the demands of the Research Assessment Exercise exerting pressure on staff time. The conference programme therefore aimed to disseminate best practice in work-related learning, enterprise and personal development planning, in an effort to inspire delegates, foster networks and consider how change may effectively be promoted and embedded. The organisers plan to set up an online contacts list so that the valuable networking, debate and support stimulated by the event may continue.

A new publication 'Student Employability Profiles – Guide for Academic and Support Staff' York: the Higher Education Academy. ISBN 1-905788-17-7 was launched at the conference, compiled by the Higher Education Academy's Subject Centres and the Council for Industry and Higher Education (CIHE). This may be downloaded from the HEA website at www.heacademy.ac.uk/profiles.htm or hard copies ordered from employability@heacademy.ac.uk . It provides a comprehensive set of 52 profiles covering the full range of academic subjects. The profiles specify the work-related skills that may be developed through the study of a particular subject and these are mapped against competencies identified by CIHE as those that help transform organisations. The Guide should be a valuable resource for module co-ordinators and Directors of Education seeking to map skills onto their discipline's programme specifications.

The University fielded a five-strong team at the conference, captained by Professor Ken Bell, who lent the weight of strategic leadership to the workshop and clearly affirmed the institution's ongoing commitment to the student skills agenda.

Linda Ryles, Eimear Gallagher, both from the Curriculum Development team in the Centre for Educational Development, Jean Stirrup, Head of the University's Careers Service and David Gibson, Senior Teaching Fellow in the School of Management and Economics, presented a session entitled 'Embedding Skills Development: a good career move?'
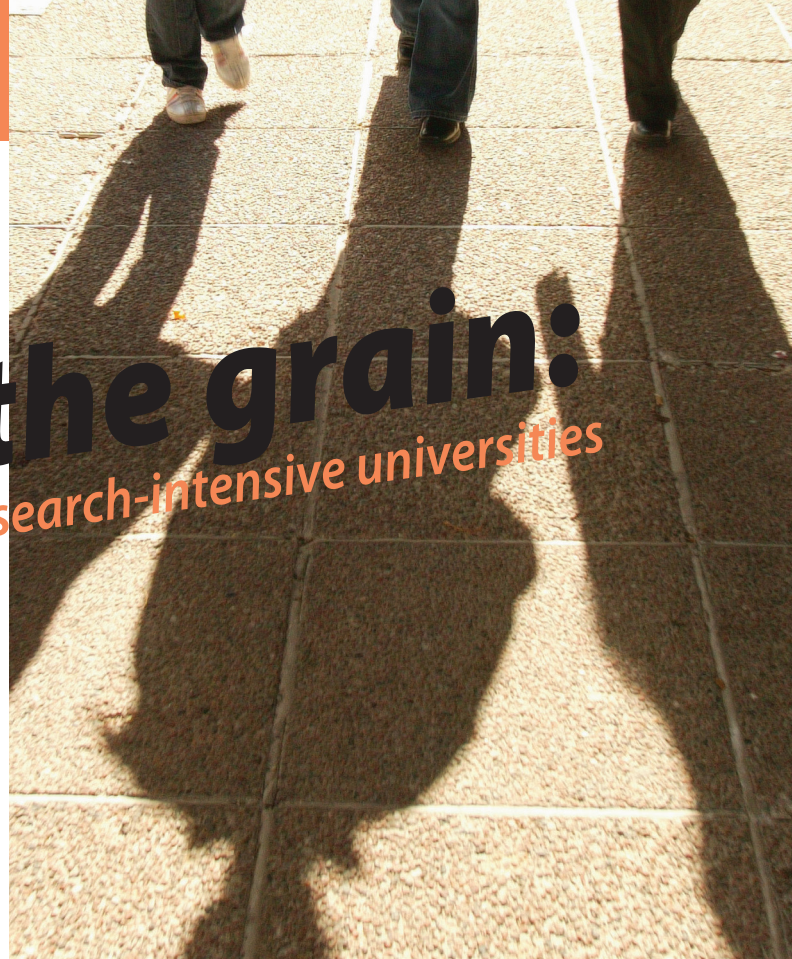
Citing a range of models and support mechanisms used successfully in Queen's, they argued that a joined up approach to embedding work-related learning and student skills development in the curriculum adds value for all stakeholders – students, academic staff and employers/professional bodies. The initiatives described were set in context regionally, nationally and internationally and the University's supporting policies on Student Skills, Career Education Information and Guidance, Personal Development Planning and Work-Related Learning were flagged up.

The workshop was well attended and triggered lively discussion that continued over lunch, with follow- up email enquiries being received after the conference. The University's holistic approach to academic support for student skills development was praised:

"Really useful having the three themes present together – confirms that we have to be firing on all fronts" and

"I found your session very interesting and informative. Now it's working on implementing some of your good practice'".

If you would like to explore how you might embed student skills development in your curriculum and access the comprehensive range of support and expertise available across the University, please contact:

Linda Ryles
Senior Educational Developer
Centre for Educational Development
Tel. 028 9097 6605
Email l.ryles@qub.ac.uk

ARK

a resource for lecturers and students

Paula Devine, Katrina Lloyd and Dirk Schubotz
School of Sociology, Social Policy and Social Work

ARK – the Northern Ireland Social and Political Archive – is pleased to announce that it has been successful in obtaining £2.75m under the first ESRC Large Grant scheme. Many of you may already know of ARK and use it within your teaching and research. However, many of you may never have heard of us.

So what is it? ARK is a cross-university, cross-disciplinary resource aimed at promoting the dissemination and use of social science information on Northern Ireland. It is a joint initiative by Queen's University and the University of Ulster, and within Queen's, staff are based in the School of Sociology, Social Policy and Social Work. ARK provides a variety of resources in order to maximise the use and impact of high quality social and political research. Thus its audience is extensive and includes lecturers, students, researchers, policymakers, journalists, community and other voluntary groups – in fact anyone with an interest in social issues in Northern Ireland.

ARK is primarily web-based - see www.ark.ac.uk. The site provides a variety of different kinds of information including background facts and figures, survey results, research reports, research summaries, audio-visual material and election results. Key resources include:

· The Northern Ireland Life and Times Survey (NILT) is an annual survey monitoring the values, beliefs and attitudes of people in Northern Ireland to a wide range of social and political issues. Users can access tables of results for all questions, look at the questionnaires and technical notes, or download the raw data in SPSS format to undertake their own analysis or to use for teaching purposes.

· The Young Life and Times Survey (YLT) (www.ark.ac.uk/ylt) is an annual survey of the attitudes of 16 year olds, which uses a combination of traditional paper questionnaires augmented by online surveying and telephone interviewing.

· CAIN (Conflict Archive on the Internet) is an encyclopaedic resource on 'the Troubles' in Northern Ireland. The CAIN website – www.ark.ac.uk/cain - contains a vast range of historical information and source material about the Northern Ireland conflict from 1968 to the present day.

· The Online Research Bank (ORB) consists of two related databases – a Social Policy database and a Children's Research database – both of which contain extensive bibliographies and concise, lay-friendly summaries of social policy research focused on Northern Ireland (see www.ark.ac.uk/orb).

· SOL (Surveys On-Line) (www.ark.ac.uk/sol).provides quick and easy access to information and basic tabulations from a range of the major social science datasets collected by academics and others working in Northern Ireland.

· Elections is a comprehensive and unique resource relating to elections in Northern Ireland since 1885, with detailed information about all elections held since 1992 (www.ark.ac.uk/elections).

ARK is developing a Qualitative archive which contains a collation of meta information about qualitative material covering the 35 year span of 'the Troubles' in Northern Ireland into a single searchable catalogue and contains video and textual material relating qualitative interviews on experiences of ageism.

ARK also undertakes non-web based activities, such as the ARK Research Centre which provides support to organisations and individuals who wish to carry out analyses of survey datasets and runs a thriving seminar series. A regular briefing paper series is produced. There are currently 45 Research Updates in the series, often based on NILT results. All are available online at www.ark.ac.uk/publications.

Thus, ARK is an extensive resource for lecturers, researchers and students. The new 5 year funding will enable us to continue and enhance the range of resources and services that we can provide. For more information, visit the ARK site at www.ark.ac.uk or contact: Paula Devine, Katrina Lloyd, Robert Miller or Dirk Schubotz, School of Sociology, Social Policy and Social Work.

Participants at the Young Life and Times Survey seminar

Special Educational Needs
and **Disability Order**

Queen's welcomes applications from students with disabilities and a measure of its success is that the University now has 650 students with disabilities enrolled on programmes from undergraduate to post doctoral. This number has increased from c.20 in 2000 and is due to the general improvements in facilities, processes and systems now in operation within the University.

Students with disabilities have shown their all-round abilities with examples of students obtaining 1st Class honours e.g. in Computing Science and Sociology; gaining prestigious placements e.g. with Eversheds; and winning sporting championships e.g. Deaflympics Butterfly-stroke Champion.

With the collaboration of colleagues across the whole University, there is now an underlying commitment to ensure that students with disabilities have a Queen's experience equal to that of their non-disabled peers.

So, if the University has made these advances, what was the purpose in a major piece of legislation – The Special Education Needs and Disability Order (NI)?

Regrettably, it appears that all measures to achieve equality need to be supported by legislation. Besides, although the legislation has only been in place since September 2005, had the University been complacent and waited for its introduction, we may have found ourselves liable under the legislation. Arguably, we had plenty of notice since the same legislation has been effective in the rest of the UK since September 2002.

So, what are the major features of SENDO?

The aim of SENDO is to strengthen the rights of children and young people with special education needs to be educated in mainstream education by introducing disability discrimination legislation to cover schools, further and higher education colleges, universities (including teacher training and agricultural colleges) and the general qualification bodies.

SENDO places a duty on the University not to treat disabled students and prospective students 'less favourably' for a reason related to their disability.

The scope of the law covers all aspects of the University's provision for students, such as:
· admissions, marketing, communications, information services,
· lectures, tutorials, practicals, fieldwork, placements,
· curriculum design,
· e-learning, distance learning,
· information technology and other learning resources,
· libraries and information centres,
· examination and assessment procedures.

The University must ensure that disabled students are given the same access to learning as their non-disabled peers. The University is required by law to make 'reasonable adjustments' to its policies, procedures and practices to ensure that a disabled student (the law applies to prospective, current and past students) is not placed at a substantial disadvantage compared to non-disabled students. To help with interpretation and application of SENDO, the Equality Commission has produced guidelines entitled Disability Discrimination Code of Practice for Further & Higher Education, 2006. This contains examples of how the main features of SENDO relate to the University.

The legislation does not define 'reasonable'. However, the Code of Practice has offered a range of factors as areas which might be taken into account by a Court in deciding whether failure to make a reasonable adjustment for a disabled student is justified or not and, therefore, whether discrimination has occurred. These include:

· maintenance of academic standards,
· financial resources available versus cost,
· financial resources available to the student,
· practicality of adjustment,
· other aids or services available,
· health and safety implications,
· interests of other students,
· implications for breach of confidentiality.

SENDO legislation states that the duty to make reasonable adjustment is an anticipatory duty, i.e. that the University should seek to anticipate what adjustments might be required for disabled students over time. For example, where lecturers put notes on the University's intranet it is reasonable to anticipate that all notes posted are compatible with specialist software or features that students with dyslexia may be using, or that they can be accessed by students with a visual impairment.

SENDO also address confidentiality and disclosure. A student has a right to request that the existence or nature of their disability be treated as confidential. This could impact on the University's ability to make an adjustment or indeed may result in an adjustment which is less satisfactory. However, if the student has told someone within the University about their disability e.g. a lecturer or School secretary, then the University would be deemed to know and it is imperative that arrangements are implemented to ensure the student is supported appropriately.

Linda Maguire, Disability Services Co-ordinator

Queen's Response to SENDO

Although the legislation has only been in place since September 2005, Queen's has been actively working since early 2005 to anticipate the potential impact of the legislation, to raise awareness and to ensure that the University is able to respond appropriately to the new duties placed upon it.

Disability Services have undertaken to develop a programme of action to boost knowledge of SENDO within the University and to continue to provide a high quality of provision for disabled students within the confines of available resources.

To date the following actions have been taken:

· Appointment of Project Manager to research and produce good practice guidelines,

· Dissemination of SENDO Code of Practice to Schools and Directorates,

· Presentations to QUB Schools and Directorates to brief staff,

· Workshops for staff on Disability Awareness and SENDO duties,

· Disability Services' staff have contributed to production of the Equality Commission's Code of Practice on SENDO and to Briefing Guides for staff in Higher and Further Education,

· Liaison with Equality Commission regarding new duties.

Also planned are:

· Production of Briefing Guides on issues of Confidentiality and Disclosure,

· Provision of SENDO advice including FAQ's on Disability website,

· Staff training on SENDO and Confidentiality and Disclosure.

Finally, in relation to this legislation, it should be emphasised that SENDO is everyone's responsibility and not the sole remit of Disability Services. Complying with the duties contained within SENDO is the responsibility of all staff in all parts of the University providing a service to students and where there is any potential for students to feel discriminated against because of their disability.

Should you require further information on advice on the implications of SENDO for you, then please contact:

Martin Kerr

Disability Project Manager

Disability Services

Email – Martin.Kerr@qub.ac.uk

Phone – 02890 975367

The Developing Employability Skills For Non-vocational Disciplines Project

Phil Clarke, Queen's Careers Service

The Developing Employability Skills for Non-Vocational Disciplines Project has enabled nearly 70 students this year to benefit from a structured, paid summer placement. The placement forms the core of a year long personal development programme, designed to enable students to gain valuable employability skills and work-related experience.

Students from a variety of less vocational disciplines within the Arts & Humanities, Social Sciences, Mathematics and Life Sciences have worked in various roles in marketing & promotion, administration, business & financial areas, web research & design, IT, care-related and voluntary sectors, among others.

Over 40 organisations were involved, including North Down Borough Council, Hastings Hotels, the 'Down Democrat' newspaper, Translink, Phoenix Gas, Citizens' Advice Bureau, Queen's and a range of small/medium enterprises (SMEs). All students involved have found the experience highly beneficial in terms of personal and skills development, work experience and gaining insights into how businesses and organizations work – all much prized by graduate employers.

Background to Project

The Project was developed by Queen's Careers Service with funding through PEACE II. The rationale for the Project was to help students from non- and less vocational degree programmes to:

· Gain structured work experience

· Develop employability skills

· Develop occupational awareness as a basis for making informed career choices

· Achieve positive outcomes following graduation

The Project also demonstrated to employers the value students from non-vocational backgrounds can bring to a business environment. This is particularly important within a Northern Ireland context, where most private sector opportunities look for graduates with vocational qualifications. Closely related to this has been the development of stronger partnerships and links between Queen's and local & regional business.

Programme structure & content

The programme was delivered by Queen's Careers Service, through a Project Manager and administrative assistant. Parity, the local graduate training provider, was contracted to deliver 25 of the placements with local SMEs. This partnership has facilitated the 'cross-fertilisation' of ideas and best practice, especially with regard to placement matching and support. An Advisory Support Group, composed of staff from Queen's Careers Service, Parity and the QUB Regional Office was also established.

The programme comprised the following features:

· Managed summer work placement of around 8 weeks (or longer)

· Pre-placement preparation programme of workshops and one-to-one guidance

· Accreditation for placement experience and skills through the Queen's Award

· Individual guidance & advice

Accreditation

Accreditation is through the new Queen's Work Experience Award, developed by Queen's Careers Service, and piloted with Project students this year, before being offered to students across QUB next year. The Award accredits students' work-related learning, employability skills, and enables them to develop reflective learning skills. Students are required to attend a series of workshops and submit a number of work-based assignments. These are marked and assessed by Project staff.

"I found the Project very useful in terms of developing skills and future career plans."

"The programme has enhanced my awareness of the skills I have and the skills I need."

Outcomes identified to date

Outcomes identified from formal evaluation of students and employers to date includes:

· A real interest from students of non-vocational disciplines at Queen's, who wish to develop relevant work-related and employability skills, and who currently can be disadvantaged in the graduate marketplace by their lack of relevant work experience and related skills

· Students identifying personal development, career management and employability skills they have gained from the placement specifically, and the Project generally

· Students stating they feel more focused on their career aims, better prepared for the world of work, more realistic about their career plans and more confident about their own skills and abilities

· A number of students stating that the placement has made them more focused and motivated in their academic work

· Placement providers stating they have been highly impressed by the quality of the students placed with them, and in some cases, being offered further work as a result

· Greater links established between Queen's and NI-based employers, which can be built on in the future

· All students evaluated to date stating they would recommend the Project to the students, and almost all employers indicating interest in further participation next year, should the Project continue.

Project dissemination

A final report on Project outcomes will be given to an invited audience at a dissemination event due to take place in the Canada Room & Council Chamber on 12 December.

Further information
For further details on the Project please contact
Phil Clarke, Project Manager
Tel: 9097 5596 or email: p.clarke@qub.ac.uk.

Students at Project Workshops

Queen's Work Experience Award: Accreditation for skills development

Deirdre Deery, Queen's Careers Service

The Queen's Work Experience Award is a new innovative programme that enables students to gain accreditation for skills developed through different types of work experience. These include not only traditional part time paid work but also involvement in clubs and societies and volunteering in the community.

The focus of the programme is to enable participants to recognise and articulate learning gained whilst undertaking part time work or other extra curricular activities.

There are currently other universities eg University of York and Manchester University, which recognise the development of skills through similar activities.

Rationale for Queen's Award

A significant number of Queen's students do not have a formal work placement opportunity within their degree programme. However, many acquire transferable skills by engaging in other activities such as part time employment, vacation work and/or committee membership of clubs and societies. The programme, delivered by the Careers Service, enables participants to gain a theoretical and practical understanding of the skills they are developing and involves training to enable them to reflect on the experience they are gaining and link these to a future career.

Background

In 2002 the Careers Service in partnership with the Students' Union introduced a pilot of a national programme for undergraduate students entitled 'Insight Plus'. The programme designed by the Careers Research Advisory Centre (CRAC) provided a framework for the accreditation of key skills development through casual work experience.

To date almost 100 students have successfully completed the programme and gained the Management Skills Award. This award was endorsed by the Institute of Leadership and Management (ILM).

100% of students who undertook Insight Plus said they would recommend it to other students and one student stated, 'Insight was not only a fantastic learning experience but also gave me an insight to my future career'.

However, while Insight was an excellent programme it did involve significant costs that varied on an annual basis. For this reason the Careers Service designed a bespoke programme, the Queen's Work Experience Award, which was processed through Courses and Regulations in June 2006.

The Queen's Work Experience Award is unique in that it is totally flexible. A student may register for this programme on an individual basis but the design is such that the framework allows for accreditation for work related learning undertaken through degree programmes. Some academic members of staff have already expressed an interest in registering students who will undertake short academic-related work placements and one group will undertake a pilot programme in second semester.

Queen's Award

Queen's award has three key elements: workshops, work-based assignments and personal presentation.

Three separate workshops mark the beginning and end of the programme. Each is organised and delivered by Careers advisers.

- At the first workshop students are introduced to the programme and take part in a series of exercises which are designed to practice and develop key skills such as team working, problem solving and time management. They also undertake some personal action planning and objective setting.

- The second workshop focuses on the work-based assignments both from a content and assessment perspective.

- The final workshop allows students to reflect on and share their learning from the programme in addition to setting goals for the future.

To successfully complete the programme and gain the Queen's award students must: attend each workshop in full, complete the work-based assignments to a satisfactory standard, and make a 5-10 minute presentation on their personal learning.

All written work is assessed by experienced advisers who already have a proven track record in this area of work.

Pilot Programme and Future Plans

The award was piloted with the group of students who undertook the 'Developing employability skills for non-vocational disciplines' project. Taking student and coordinator feedback into account the award is now being offered more widely across the university enabling a significant number of students to not only gain a form of accreditation but, more importantly, gain understanding of the process of reflecting on their skills and experience and be able to articulate and provide evidence in relation to graduate recruitment processes.

Any student involved in any form of work experience may apply. This includes students who are:
· Working part time
· Involved in clubs and societies
· Undertaking voluntary work
· Summer programmes
· Short term placement

If you are interested in finding out more details about the Queen's Award please contact:

Deirdre Deery   Tel ext 5597 or email d.deery@qub.ac.uk

Centre for Educational Development

Reflections

Queen's University Belfast
6 Malone Road
Belfast BT7 1NN
Tel: 028 90976570
Email: ced@qub.ac.uk

Guest Speaker Series 2007

Event:	Work-related learning and employability
Presenter:	Professor Mantz Yorke
Date and time:	24 January 2007, Canada Room, 1.00 pm – 4.30 pm (sandwich lunch provided)

Event:	Assessment – lightening the load while increasing the learning
Presenter:	Chris Rust, Oxford Brookes University
Date and time:	23 February 2007, Canada Room , 10.00 am – 1.00 pm

Event:	Internationalisation of the curriculum
Presenter:	Dr Viv Caruana, University of Salford
Date and time:	28 March 2007, 10.00 am- 1.00 pm, Council Chamber/Canada Room

Event:	Dealing with diversity in large group teaching
Presenter:	Professor Phil Race, University of Leeds
Date and time:	11 May 2007, 10.00 am - 1.00 pm Council Chamber/Canada Room

For details of these events, please visit the CED website at http://www.qub.ac.uk/ced

Summary of Workshops   January – March 2007

JANUARY				
24	Jan	2007	An Introduction to the Features of QOL for Learning and Teaching (IT)	2.00 – 5.00
26	Jan	2007	Integrating Career Management and Employability Skills into the Curriculum	10.00 – 1.00
31	Jan	2007	An Introduction to Disability Awareness	9.30 – 1.00
31	Jan	2007	Small Group Teaching	2.00 – 5.00
31	Jan	2007	Using the Turnitin UK Plagiarism Detection Software (IT)	2.00 – 5.00
FEBRUARY				
7	Feb	2007	Preparing and Giving Lectures – Part 1	2.00 – 5.00
7	Feb	2007	Powerpoint for Lectures and Presentations: First Steps (IT)	2.00 - 5.00
8	Feb	2007	Supporting Students in Distress or Difficulty – Course B part 1 of 2	2.00 – 5.00
14	Feb	2007	Preparing and Giving Lectures – Part 2	9.30 -1.230
14	Feb	2007	Higher Education Lunchtime Forum	12.30 - 2.00
14	Feb	2007	Preparing and Giving Lectures – Part 2	2.00 - 5.00
14	Feb	2007	Interactive Powerpoint Presentations (IT)	2.00 - 5.00
21	Feb	2007	Teaching Larger Classes	2.00 – 5.00
22	Feb	2007	Supporting Students in Distress or Difficulty – Course B part 2 of 2	2.00 – 5.00
28	Feb	2007	Small Group Teaching	2.00 – 5.00
MARCH				
7	Mar	2007	Writing Learning Outcomes and Module Design	2.00 – 5.00
7	Mar	2007	Creating Audio and Video enhanced presentations for QOL (IT)	9.30 –4.00
8	Mar	2007	Disability Disclosure, Confidentiality and Evidence in a Higher Education Context	2.00 – 5.00
14	Mar	2007	Using Computer Assisted Assessment within QOL for Learning and Teaching (IT)	2.00 – 5.00
21	Mar	2007	Assessment in Higher Education	2.00 – 5.00
28	Mar	2007	Students and their Careers: A graduate recruitment perspective	2.00 – 5.00

Please visit the CED website for further information on the courses and registration details