



REFLECTIONS

December 2010

About *Reflections*

Welcome to the eleventh 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 academic staff and guest writers.

We lead with an article by Professor Phil Race, Emeritus Professor at Leeds Metropolitan University. Phil has given workshops in Queen's on a number of occasions in the CED Guest Speaker Series and this time focused on Increasing Students' Satisfaction in the context of the National Student Survey (NSS). A summary of Queen's results and goals in relation to the NSS is also provided. In this issue we also feature the 2010 Queen's teaching award winners, nine in total, including the first ever award in the student-nominated category.

In addition we focus on a range of innovations in teaching, learning and assessment: the achievements over the past five years in the Centres for Excellence in Teaching and Learning (CETLs) are reviewed; Dr John McKinley from SPACE discusses a different approach to developing students' mathematical skills; Sandra Griffiths, Senior Visiting Research Fellow, introduces her new on-line materials on developing an accessible curriculum; Linda Ryles from CED discusses developments in assessment and feedback; and staff from CED, Information Services and Careers provide updates on pedagogical and technological innovations which enhance the students' experience.

Contributing to the next *Reflections*

We would very much welcome contributions for our next issue of *Reflections* to be published in Spring 2011. Contributions can take several forms:

- Articles on an aspect of teaching and learning or student support (generally 500 – 1,000 words);
- Shorter "newsflash" items, e.g. reporting on a recent event or advertising a new venture or upcoming event (100 -200 words);
- Brief synopses of recent interesting articles on teaching and learning from the educational literature (100 – 200 words);
- Responses to previous articles or to recent developments in H.E.

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

Linda Carey,
Editor of *Reflections*.



INCREASING STUDENTS' SATISFACTION

Professor Phil Race

Emeritus Professor,
Leeds Metropolitan University

On October 22nd, in the Canada Room, almost 50 of us gathered to explore what we can do to increase students' satisfaction, not least in the particular context of those elements which are measured by the National Student Survey in the UK. Student satisfaction is bound to become ever more intensely spotlighted as the recommendations of the Browne Review (2010) become implemented, with tuition fees set to double, and even triple, in some institutions, as Government support for teaching in universities is phased out in most parts of the UK. Students themselves (and of course their parents or sponsors) will naturally seek to ensure that the very significant cost of achieving a university degree is going to be value for money, not least in those aspects of the student experience addressed by the National Student Survey.

However, it's important to put the National Student Survey in perspective – it is only a questionnaire, whether online or on paper, and suffers from limitations including:

1. Lack of normal human communications factors such as tone of voice, body language, emphasis on the tone of spoken words, and so on;

2. Several of the statements in the survey having more than one pivotal word or phrase, detracting from the validity of the data gained from the survey;

3. Susceptibility to various factors, including questionnaire fatigue and the fact that it's a 'final year' phenomenon (when for many the joy and excitement of the higher education experience may have become overtaken by the stress of getting ready for final exams, and looking for a job in an adverse job market, and so on).

We need to take time to **talk** with students about their experience, not just in their final year, but all along their pathway through university, and we need to make time to **listen** to their views. We need to find out from students all the other things that are important in their higher education experience, and not just those things that happen to be addressed by the particular statements on the National Student Survey.

Asking the assembled company in the Canada Room 'what bugs students?' quickly brought the following to the fore, regarding causes of student **dissatisfaction**:

- Quality of teaching – e.g. concepts not explained
- Poor preparation of teaching, poor commitment.
- Slow, or no feedback
- Lack of communication/connection between lecturer and student
- Internal information systems!
- Not treating students with respect
- Over assessment
- Too many assessments at one time
- Untimeliness of feedback
- Irrelevant modules
- Poor quality learning materials
- Lack of availability of materials
- Poor organisation
- Students feeling that they have to work too hard

It is true that some of these causes of student dissatisfaction are probed by the National Student Survey, and in particular students' feelings about feedback and assessment – that particular section of the survey shows students ratings as least satisfactory across the UK. However, talking to students about what they expect from higher education, what they really want is contact with the people at the university of their choice – the experts, the gurus, the teachers and the learning support staff. They aren't going to be prepared to saddle themselves with a lifetime's paying fees back just for the best *information* in the world, or the snazziest web systems around, much of which they can experience without ever coming to university.

Among the trends which can be elucidated from the bigger picture of the National Student Survey is the fact that student satisfaction often seems to be strongest in relatively small institutions, where students really get to know their lecturers and tutors.



In the session on October 22nd, the handout material (adapted from a chapter in Race and Pickford, 2007) gave point-by-point suggestions regarding tactics we can put in place to address head-on each of the particular statements in the NSS. We did however explore briefly a way of addressing the most unsatisfactory element of the student experience as gained from the survey – that of speed of feedback, and explored a case-study where a particular university had made quite remarkable headway in the NSS by an institutional approach to address the wider picture of student satisfaction, not least through a major increase in the level of peer-observation of teaching leading to a marked improvement of teaching as experienced by students.

I am becoming increasingly convinced that the way ahead for transforming the student experience of higher education lies in purposefully addressing the seven factors underpinning successful learning discussed in Race, 2010. We need to adjust and enhance teaching, feedback and assessment to:

1. Increase students' want to learn – fan the flames of their motivation;
2. Help students to take strong ownership of their need to learn – provide clear and achievable targets through well-designed learning outcomes;
3. Give students even more chance to learn by doing – practice, repetition, trial and error – rather than overload them with yet more information;
4. Help students to take on board the responsibility for making sense of what they're learning – we can't do that step for them;
5. Make feedback work for students – not just words on paper or screen, but face-to-face feedback with whole groups, small groups, and individuals where necessary;
6. Help students to become practised at communicating what they are learning by explaining it to each other, and back to us, long before that final communication in an exam;
7. Allow students to get their heads around how assessment works in higher education by getting them to do it themselves, on their own and each others' work.

We are entering an era of higher education which is much more challenging both for us and for our students than in recent history. The opportunity – and indeed necessity – has arisen to re-focus how we help students to learn. As Einstein said 'it is simply madness to keep doing the same thing, and expect different results'. It is in everyone's interests to ensure that student satisfaction grows.

References

- Browne, J (2010) Securing a sustainable future for higher education <http://hereview.independent.gov.uk/hereview/>
- Race, P (2010) Making learning happen: 2nd edition London: Sage.
- Race, P and Pickford, R (2007) Making teaching work London: Sage.

Queen's 2010 NSS Results

Show Key Improvements



Nuala Toman

Centre for Educational Development

The National Student Survey (NSS) has been undertaken annually since 2005 and is targeted at final year undergraduate students. The survey is commissioned by HEFCE and conducted by an independent body, Ipsos-Mori. The NSS invites students to rate their satisfaction with issues such as feedback on assessed work, teaching quality and learning resources. Since its introduction there has been a vast amount of stability in the scores achieved across the HE sector (Surridge, 2008).

The 2010 NSS results for Queen's have improved in a number of sections with increased scores in Teaching, Assessment and Feedback, Academic Support and Overall Satisfaction. This year the assessment and feedback score for Queen's has increased for the first time in six years.

However, in spite of these improvements scores remain below 4.0 in three key areas; Assessment and Feedback, Academic Support, and Organisation and Management. Assessment and Feedback continues to be the area of greatest weakness, not only at Queen's, but across the sector.

The Way Forward

In 2010 the First Year and Second Year Experience Surveys, which are conducted by Queen's, were aligned with the National Student Survey in order to allow early detection of sources of dissatisfaction and areas of good practice. The 2010 section scores are listed below for the FYE, the SYE and the NSS. At the top are areas where satisfaction levels are relatively high and a number are common to all surveys. Below these are areas of medium satisfaction, and again these areas are common to all surveys. At the bottom are areas with the lowest levels of satisfaction, and, again, the areas are common to all surveys.

It is also noticeable that the results for second years are lower than for that of first years or final years. This is, however, consistent with previous years; second years are consistently more dissatisfied with their University experience than first years or final years. This would suggest that while action is required in a number of common areas across the year groups, the second year experience would benefit from specific attention.

Improving NSS scores remains a top priority for the University. This can only be achieved through real improvements in the quality of academic provision and services to students. In order to achieve this, the Pro-Vice-Chancellor (Education and Students) has developed a detailed action plan in consultation with the Directors of Education. This plan seeks to improve performance through the following strands:

- Promoting greater student engagement with NSS: This includes considering ways in which to improve the overall response rate; and ensuring students have access to NSS results and details of any resulting changes associated with the NSS.
- Targeting key areas: The three areas which achieved an overall score of less than 4.0; Assessment and Feedback, Organisation and Management and Academic Support will receive particular attention and specific actions have been identified within these areas.
- Targeting key Schools and subject areas: Schools and subject areas in which there is a particularly low performance will develop action plans aimed at improving scores which will be overseen by the Deans. Every School will be expected to develop an Action Plan which highlights areas in which performance could be improved as part of Annual Programme Review.

For advice and guidance on ways to address issues raised in the National Student Survey, please contact Linda Ryles in the Centre for Educational Development (l.ryles@qub.ac.uk).

References

Surridge, P., (2008) The National Student Survey 2005-2007: Findings and trends. England: HEFCE

National Student Survey, 2010 compared with 2009			
	2010		cf.2009
Teaching	4.1	↑	up (4.0)
Assessment and Feedback	3.5	↑	up (3.4)
Academic Support	3.9	↑	up (3.8)
Organisation and Management	3.9	=	same (3.9)
Learning Resources	4.0	↓	down (4.1)
Personal Development	4.1	=	same (4.1)
Overall Satisfaction	4.1	↑	up (4.0)

FYE		SYE		NSS	
Overall Satisfaction	4.1	Overall Satisfaction	4.0	Overall Satisfaction	4.1
Learning Resources	4.1	Learning Resources	3.9	Teaching On My Course	4.1
Teaching On My Course	4.0	Teaching On My Course	3.9	Personal Development	4.1
Organisation & Management	4.0	Personal Development	3.9	Learning Resources	4.0
Personal Development	3.9	Organisation & Management	3.8	Organisation & Management	3.9
Academic Support	3.9	Academic Support	3.8	Academic Support	3.9
Assessment & Feedback	3.6	Assessment & Feedback	3.3	Assessment & Feedback	3.5

Project as Journey: Student as Orienteer

Linda Ryles

Centre for Educational Development



On 13 September 2010, Dr David McClean, Head of the Scott Sutherland School of Architecture and Built Environment at the Robert Gordon University, Aberdeen, facilitated a workshop on assessment and feedback (this was postponed from May on account of air travel disruption). He began by presenting: 'Project as Journey; Student as Orienteer'.



Dr David McClean

David contended that assessment and feedback are two sides of the one coin and that if these are well considered and integrated into the learning process, learning is likely to be most effective.

Supported by data gathered in a four year longitudinal study of Architecture students as part of his own PhD research (Aberdeen, 2004 – 2008), and using the metaphor of a mountain trek to illustrate his argument, he stated that students need help (the provision of a feedback 'compass' and briefing 'stage posts') to navigate the project journey, where the landscape is familiar to staff, but unknown to students: this is particularly critical as first year students

make the transition to higher education. David highlighted that staff assume that students are able to make the project journey without a map, yet research carried out in the USA confirms that if a project brief is opaque, students will be less successful – clarity of purpose is key.

The main academic challenges in transition to higher education were flagged up:

- Clarity of guidance and expectation
- New ways of working
- Assuming responsibility for own learning
- Workload/time management
- Feedback and understanding progress

To help students to respond to these challenges, David argued that efforts should be made to instill confidence and initiate peer dialogue to establish good feedback habits before students commence a task or assignment. In keeping with his analogy, he emphasized that staff should understand the level of experience, skills and knowledge of their fellow travellers (students) and also consider what sort of 'safety net' might be needed by those who stumble over unfamiliar terrain. His research clearly demonstrates the critical role that feedback plays in learning, with student perceptions of the degree of academic challenge closely corresponding to their views on the effectiveness of feedback. It also confirms the crucial importance of student engagement with feedback as a two-way dialogue that progresses the learning journey.

Citing Goatly (1989), David listed the following as 'barriers to reflection' and progress:

- Negativity
- Stressful forms of assessment/assessment loading
- Fatigue/culture of working all night
- Low confidence levels
- Lack of peer bonding
- Different feedback from different tutors (due to the subjective nature of Architecture)

He suggested that peer group interaction can help to ameliorate 'power asymmetries' (Dutton, 1991) and encourage students to negotiate a group way forward that lessens risk to the individual, if initial guidance is not clear enough.

David summarised his formal presentation by suggesting that the tutor role should be recast as the facilitator of individual thinking, rather than director, and that this modified position would stimulate the process of effective dialogue with and amongst students.

In the second part of the session, participants split into four groups, choosing to discuss one of four themes that emerged from group discussion after David's presentation:

- How to re-educate students to better understand the assessment and feedback process?
- Students as partners
- How can we (and students) better value process (less emphasis on product/end outcome)?
- Peer assessment

Group 1 decided to discuss how to 'educate' students, rather than to 're-educate' them, since this implied a deficit model. They asked if universities could learn from secondary level education and wondered if we need to provide a 'transition zone'. They agreed that students needed help to understand and use feedback – using active listening/paraphrasing to develop an action plan and building in time for reflection before each new exercise. They discussed re-branding feedback as 'a way of doing well at university' and made reference to the fact that Personal Tutors in the School of Law are now to be known as 'Feedback Tutors'. The concept of developing a University-wide project on supporting the transition from 2nd to 3rd level education was proposed.

Group 2 discussed the concept of students as partners in a learning community. They suggested that more opportunities for self-reflection and peer observation would develop student confidence and enable them to formulate their own assessment criteria. They also discussed 360° appraisal (ie. students critiquing staff) and the challenge for staff in knowing when to facilitate and when to instruct. The link between student self-assessment and graduate CPD was highlighted.

Group 3 discussed the issue of process versus product and contended that the most important 'product' is the student and that everything else is a process of sorts. They believed that the ability of staff to direct or guide students through the process was key.

Group 4 discussed peer assessment and agreed that it was easier to implement for formative rather than summative assessment. They agreed that the use of self and peer assessment allowed students to learn from each other and to develop confidence. It was also noted that providing

students with an early opportunity to self and peer assess enables them to enhance a skill that is valuable for CPD in their professional lives; this is therefore a useful component of degrees that have Professional, Statutory and Regulatory Body (PSRB) accreditation. The importance of students understanding and developing criteria was discussed. The Pendleton Framework used in medical education was offered as a supportive approach in that positives are highlighted first, creating a safe environment: student demonstrates a skill; he/she self assesses his/her own performance; peers assess; the teacher assesses and the student may then comment on all the feedback given and describe what he/she would do differently next time.



Evaluation of the workshop indicates that participants found it useful and appreciated the opportunity for discussion with colleagues from other subject areas. David's research was praised and the concept of feedback as an ongoing 'dialogue' was welcomed.

The event aimed to support colleagues in Architecture who have redesigned the subject's approach to first year assessment, but since the content had wider appeal, it was advertised across the University and attended by 24 staff from a spread of disciplines. This model of staff development will be explored to support other subject areas. At a later session exclusively for Architecture staff, David provided guidance to course teams/year co-ordinators etc.

References:

- Dutton, T. A. (ed.) (1991) *Voices in Architectural Education; Cultural Politics and Pedagogy*. New York: Bergin and Garvey, pp. 166-94
- Goatly, R. (1999) *Developing Skills in Reflection*. Dept. of Health and Social Care, Hatfield, University of Hertfordshire

Lecture capture and e-learning: challenging a traditional teaching approach

John McKinley

Lecturer in Environmental Engineering, School of Planning, Architecture and Civil Engineering

Lecture capture and associated e-learning activities can invert the teaching model of face-to-face didactic delivery of principles, followed by independent study of applications by students. I moved to lecture capture for short online-only e-lectures in selected conceptual topics for a 20 credit Level 2 lecture and laboratory-based module on Geotechnics. This has freed up time during face-to-face class time for workshop-style activities. This approach, and the opportunities provided by lecture capture for students to review material repeatedly and at a time of their choosing, has led to increased student engagement during class. It has also improved results in those parts of the module to which eLearning techniques have been applied.

Figure 1: Author with tablet computer and lecture demonstration model



Geotechnics is a core technical applied subject in civil engineering degrees. In common with a number of similarly demanding technical subjects required by the professional accreditation bodies, it is recognised across the HE sector as conceptually challenging for students. The use of eLearning provision in the second year Geotechnics module had several aspects and involved using:

- a tablet computer with a touchscreen, shown in Figure 1, and PDF annotation software. This combines the flexibility and immediacy of overheads with the multimedia capabilities of a PC without the constraints of slide projection software;
- audio and screen capture software to record face-to-face lectures in real time, providing the resulting movie files on the QUB Mediator site with links from Queen's Online for post-lecture review and for revision before assessments;
- the audio and screen capture software to record some material which is provided in e-lecture format only, focusing on contextual and conceptual aspects of the course, as preparatory material for students to use before the face-to-face teaching classes;
- e-lectures and online tutorials for the construction of groundwater flow patterns, as shown in the screen shot in Figure 2, where the challenge for the students is to grasp the process by which the diagram is created not the form of the final diagram;
- interactive face-to-face classes broken up into segments of application base lectures, workshop activities by students, and interactive sessions using the TurningPoint ResponseCard audience response system; and
- revision support of material from previous courses that students are expected to be already familiar with at the start of the module, through an open-access online QuestionMark revision assessment and a focused set of mini e-lectures within the Queen's e-learning harness (McKinley and Wylie, 2009).

In all cases, the e-learning used information and communication technology to enhance and enrich the learning experience, and not to replace the traditional lectures. This approach fits well with the Queen's policy on e-learning (QUB, 2009). In keeping with the guidance in Salmon et al. (2008), each e-lecture is generally ten to fifteen minutes long.

Students report that they greatly appreciate the lecture capture resource during revision for assessments, particularly for the conceptually challenging material where the opportunity to listen to parts of the lectures several times is beneficial. This is shown in the Queen's Online access records, where use peaks just before assessments. For the heavily process-orientated groundwater flow sketching topic, about 10% out of a class of approximately 120 students returned to the e-lecture on the morning of the final examination. This is strong indication of its perceived value for these Level 2 students. Level 3 studio work builds

on the Geotechnics 2 lectures, and those students can also access the previous year's material. I have observed that I now spend less time teaching them basic calculations methods that they have previously covered with me at Level 2 than before lecture capture and e-lectures were introduced. The approach also emphasises the continuity of the material from Level 1 to this Level 2 module and on to the Level 3 studio work.

Shifting existing lecture material online allows me to use part of the contact time for workshop activities, during which students practise the types of calculations that are core to the module learning outcomes. During these workshop sessions I am there to structure and guide the work. Where I have done this, this approach inverts one common traditional pedagogic model (lecturer gives lecture while students write, then students later attempt practice exercises in their own time) to one in which students access the building blocks in their own time and then attempt the practice exercises with me available. I have found it produces a more meaningful discussion of the students' understanding and approach than I have generally been able to achieve in tutorial classes. Davis et al. (2009) similarly found that e-lectures can free up time in teaching sessions and move face-to-face contact away from didactic delivery to discussion, with overall benefits for student satisfaction and engagement. I have taken a similar approach to the laboratory class, where the sample preparation technique is provided as a video clip for students to watch beforehand. One major benefit of this is that both tactics signal to students that they are expected to prepare for lectures and laboratory classes before they occur, not wait to receive material in class.

Geotechnics 2 is a full year 20 credit module with a substantial final examination. The lecture capture and e-lecture approach has been gradually incorporated into the module over the last three years, but has been applied mainly to the first semester. Extensive workshop activities were introduced in 2009-2010. Although there is always a lot of variability from year to year, the results in Figure 3, where the average mark in final examination questions based on the first semester material is compared with that for the second semester material, suggest that the lecture capture resulted in a small improvement in student performance but that the introduction of extensive workshop activities building on preparatory e-lectures had a greater impact. It will be necessary to see whether this improvement is sustained. Comparison with other technical modules in the second year of the civil engineering degree indicates little change in student performance elsewhere, so the variability is not likely to be due to changes in the students' abilities or application across the board.

This article's title deliberately identifies the approach as face-to-face transmission of lecture material followed by independent study of applications as a traditional method. This is not the only pedagogic approach, and it not the only traditional approach. In the sense that "tradition" is taken to mean something that has been followed for more than a

couple of generations, it is the traditional approach in civil engineering. However, prior traditions right back to the Socratic Dialog approach of Plato's Akademia emphasise independent study followed by active discussion in what would now be called a workshop environment. I have found reconnecting with this tradition through lecture capture more enjoyable, and the students have found it more stimulating.

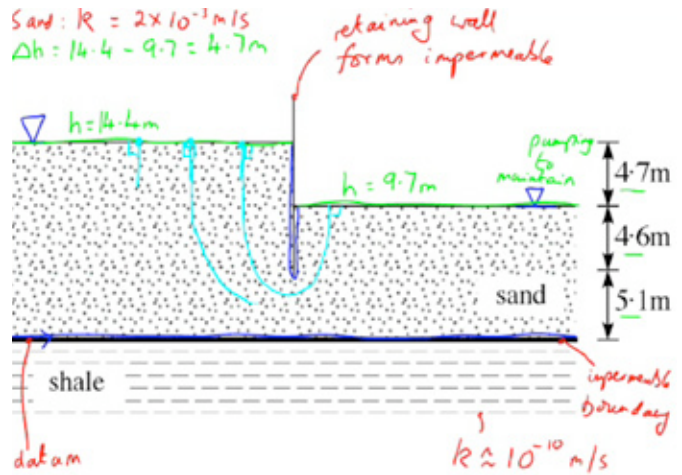
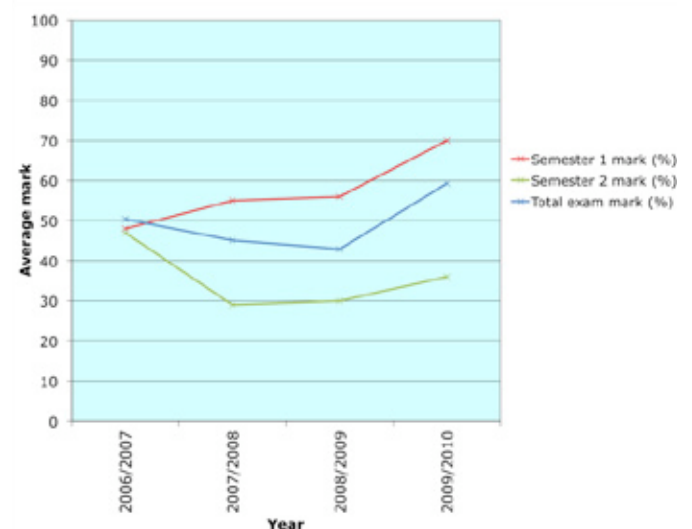


Figure 2: Screenshot of groundwater flow sketching e-lecture

Figure 3: Breakdown of average examination mark by semester



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- McKinley, J. D. and Wylie, B. (2009) An introduction to bending moment calculations, accessed 10th. November 2010 from <http://www.qub.ac.uk/elearning/public/bendingmoments/>
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Teaching Awards 2010

Student-nominated Category



Dr Ian Lane, School of Chemistry and Chemical Engineering

Dr Ian Lane is the first recipient of a Queen's student-nominated Teaching Award. He was nominated by 20 students in his Level 2 Bonding, Spectra and Quantum Theory module for his enthusiasm, clarity, helpfulness and approachability. The students particularly noted their appreciation of his ability to make the subject of quantum theory interesting and enjoyable.

Dr Lane is commended for his student-centred approach and his sensitivity to the learning needs of individual students in tackling a difficult subject. He uses student feedback and peer observation to continue to improve his teaching and draws on science education literature to keep his teaching relevant and current.

Sustained Excellence Category



Dr John McKinley, School of Planning, Architecture and Civil Engineering

This award is made to Dr John McKinley for his teaching of Geotechnics, a conceptually demanding subject. As an e-learning enthusiast, Dr McKinley is making effective and appropriate use of technology including audio and screen capture and PDF annotator to enhance his students' learning experience. Recognising the benefits of active learning, he blends e-learning with workshop activities to bring about a more interactive student experience. Dr McKinley's strategic and thoughtful approach to his teaching and his use of formative assessment methods have led to significant improvements in his students' performance.



Mrs Roisin Copeland, Careers, Employability and Skills, DASA

This award is made to Ms Roisin Copeland, a Learning Support staff member, for her work on the London Study Tour programme. This programme provides an alternative placement experience for Law and Finance students, incorporating graduate site visits, assessment, feedback and accreditation. The Teaching Awards panel recognises that this is a mature and highly effective scheme which is thoroughly and thoughtfully planned to provide students with a powerful learning experience and an opportunity to experience the global workplace. The programme enables students to develop a wide range of skills to prepare them for a career after university. The students are highly appreciative of the programme, and act as very effective ambassadors for the scheme to future students.

In 2010, nine Teaching Awards were given to colleagues across all five of the Teaching Award categories. Dr Ian Lane from the School of Chemistry and Chemical Engineering became the first recipient of a Student-nominated Award. The Vice-Chancellor presented the recipients with their certificates at winter graduation. Details of the Award recipients and their citations are provided below.

Information on the 2011 Teaching Awards is available on the CED website at <http://www.qub.ac.uk/ced>

Rising Stars



Dr Etain Tansey, Centre for Biomedical Sciences Education, School of Medicine, Dentistry and Biomedical Sciences

This award goes to an enthusiastic and highly motivated teacher who has been flexible in responding to students with different learning styles to improve their engagement and motivation. Dr Tansey is extremely receptive to student feedback, and adapts her methods as a result of listening to students' views. Examples of these adaptations include the introduction of case-based learning tutorials; the use of personal response system in class to provide students and lecturers with immediate feedback on learning; and providing frequent feedback on students' written work. These changes have led to impressive improvements in students' performance on her modules.



Dr Charles McCartan, School of Mechanical and Aerospace Engineering

This award goes to a teacher working in Mechanical and Aerospace Engineering who has responded effectively to the global problem of teaching mathematics to engineers. Dr McCartan has integrated mathematics teaching with the rest of the engineering course, clarifying for the students the relevancy and importance of the mathematics elements to the rest of their degree. He is applying best practice mathematics pedagogy by employing active, interactive and collaborative learning techniques to engage the students with the subject. Dr McCartan uses feedback from his students to make appropriate changes to his assessment methods. These changes have led to significant improvements in the students' performance, attendance and evaluations.



Mr Colin O'Hare, Queen's University Management School

This award is given to an enthusiastic and student-centred teacher who has introduced a number of effective strategies to engage and motivate his students and support their development into effective and enthusiastic autonomous learners. Mr O'Hare has made a range of appropriate electronic resources available to his students, including audio podcasts, online worked examples and video lectures, to improve engagement with all his students, including those on placements. He uses bi-weekly assessed assignments to encourage engagement with the material throughout the module and develop a deep approach to learning. He is preparing his students for the workplace by means including introducing students to industry software, organising work experience days and bringing in industry-based speakers to bridge the theory/practice gap. The effectiveness of these strategies is evidenced in impressive improvements in student achievement and in very positive feedback from the students.

Excellence in Teaching First Year Students



M. Gamal Abdelmonem, Sarah Lappin and Ruth Morrow

Professor Ruth Morrow and Dr Sarah Lappin and the 1st year Design Studio team, School of Planning, Architecture and Civil Engineering

This award for excellence in teaching first year students is given to a team teaching the Design Studio Modules in Queen's architectural education. This team is providing an inspiring learning experience for their students. They have redesigned the skills-based modules to address an identified skills gap, an intervention which is having a positive impact on their students as they progress through their university career. The team has also developed a number of approaches to encourage student motivation, develop deep learning and address the issue of student retention. These include group work to mirror professional practice more closely, the introduction of real-world projects for students, more collaborative student working and the careful alignment of learning outcomes with assessment and feedback.



Etain Tansey, Abdul-Kadhum Al-Modhefer and Aisling Keane

Dr Aisling Keane, Dr Etain Tansey, Dr Abdul-Kadhum Al-Modhefer, Centre for Biomedical Sciences Education, School of Medicine, Dentistry and Biomedical Sciences

This award is given to a team from the Centre for Biomedical Sciences Education which is providing a learning environment in which their students are supported to become active, independent and self-reflective learners. The curriculum has been thoughtfully redesigned to incorporate the effective use of technology and create opportunities for active learning, changes which have led to significant improvements in student achievement and attendance. The team actively seeks out and responds to student feedback, and, as a result, has made appropriate changes to assessment and feedback practices that have had significant impact on student satisfaction and motivation.

Excellence in Teaching by a Team



Marie Glackin, Louise Hales and Wesley Sterling

Ms Louise Hales, Ms Marie Glackin, Mr Wesley Sterling, School of Nursing and Midwifery

This award is made to the team delivering the Postgraduate Certificate in Nurse Prescribing to students who are skilled nurses already practising at an advanced level. The team is providing an excellent and carefully planned learning experience that equips their students with the skills, knowledge and confidence to work effectively in multi-disciplinary teams in a clinical setting. Bearing in mind the work commitments of their particular student body, the course team delivers the programme through blended learning to facilitate student access to the material both on-line and in face-to-face sessions. The assessment methods are necessarily rigorous in a field in which inaccuracy may result in harm to a patient, and are structured to take account of the other demands on their learners and help them achieve a work/study/life balance.

Teaching for Inclusion in Higher Education: A Guide to Practice

Sandra Griffiths

National Teaching Fellow

The Teaching For Inclusion in Higher Education Guide to Practice is based on Sandra's research conducted as a UK National Teaching Fellow and it is also a fulfilment of a lifetime's interest. Sandra has had a commitment to inclusive education for many years and has taught in higher education, community education, further education and women's education – she was a pioneer in developing courses to help women returners back into education. As well as working at Queen's and the University of Ulster, Sandra has worked with groups in Australia, Pakistan and a number of Middle Eastern and eastern European countries. She also has major publications on peer learning, students with disabilities and small group teaching.

For the past two and a half years I have been based in the Centre for Educational Development here in Queen's undertaking a project which resulted from my award as a National Teaching Fellow.

The project which was called Teaching for Inclusion in Higher Education sought to survey the views of staff and students in a sample of UK universities about their experience of inclusive learning. A major outcome of the project is a Guide to Practice. This guide, in the form of an ebook, is aimed at any member of staff in higher education who is interested in improving their teaching and enhancing student inclusion, success and learning.

It has been designed to be used flexibly by different staff groups and individuals. New and relatively inexperienced teachers in higher education and any member of staff engaged in the support of student learning, may find it particularly relevant to their needs. It can be used while sitting at your desk or downloaded as a workbook from

<http://www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/ProfessionalDevelopment/Inclusion>



Since its publication in late August of this year it is being used by small groups of colleagues in departments in UK and Australian universities to underpin and parallel development work with students.

The guide is in two parts. Part 1 is the research report of the project Teaching for Inclusion in Higher Education. Part 2 concentrates on issues and strategies for teaching. Part 2 arose out of the research and my own experience. Many of those interviewed said that they found implementing inclusion the most challenging part of their work and they were hungry for suggestions on how to translate the rhetoric of policy into practice.

Much of the guide is designed around participation in activities which call upon the analysis of teaching and learning experiences and reflection. Video recordings are embedded in the resource and were made specifically for the purpose of the guide.

I would really welcome feedback from any individual or group using the material in the guide. I hope you find it beneficial for your practice. Feedback can be sent to me at e.mcdowell@qub.ac.uk

Innovation in Teaching and Learning – the experience of the Centres for Excellence at Queen's

Pat McNally and Lisa Treacy

Centre for Educational Development

Introduction

In 2005, three areas of Queen's were recognised for Excellence in Teaching and Learning under the Department for Employment and Learning's CETL(NI) initiative. The aim was to increase and enhance the impact of teaching excellence across the institution and sector by encouraging collaboration and the dissemination of good practice, and by promoting scholarly and forward-thinking approaches.

Previous issues of 'Reflections' have documented the progress of the Centre for Excellence in Active and Interactive Learning (CEAIL), the Centre for Excellence in Creative and Performing Arts (CECPA), and the Centre for Excellence in Interprofessional Education (CEIPE). Best practice from these three CETL projects has now been embedded in the curricula of their host Schools. This has been accomplished through the use of a diverse range of dissemination activities to share key messages about innovative pedagogical practice.

Curriculum Redesign

Within CEAIL, the curriculum has been redesigned to promote a more student-centred approach. At an early stage of work, the CEAIL CDIO (Create, Design, Implement, Operate) project team in the School of Mechanical and Aerospace Engineering identified the need to support students' knowledge and understanding of Mathematics. The team developed a programme that focuses on finding solutions to practical, 'real-life' engineering problems as a mechanism for first year students to learn the underlying mathematical theories. This course is delivered using active learning strategies consistent with an experiential learning philosophy. Regular tutorials and weekly formative assessments ensure that the course is relevant and tailored to students' learning needs. Supported by the Centre for Educational Development, the CDIO team is now sharing



good practice with colleagues who are members of a new interdisciplinary 'Maths hub' where participants are seeing ways to enhance students' learning in courses that require competency in aspects of Mathematics. The team also continues to contribute to engineering education around the world through their leadership role within the prestigious international CDIO network.

Active and Interactive Learning

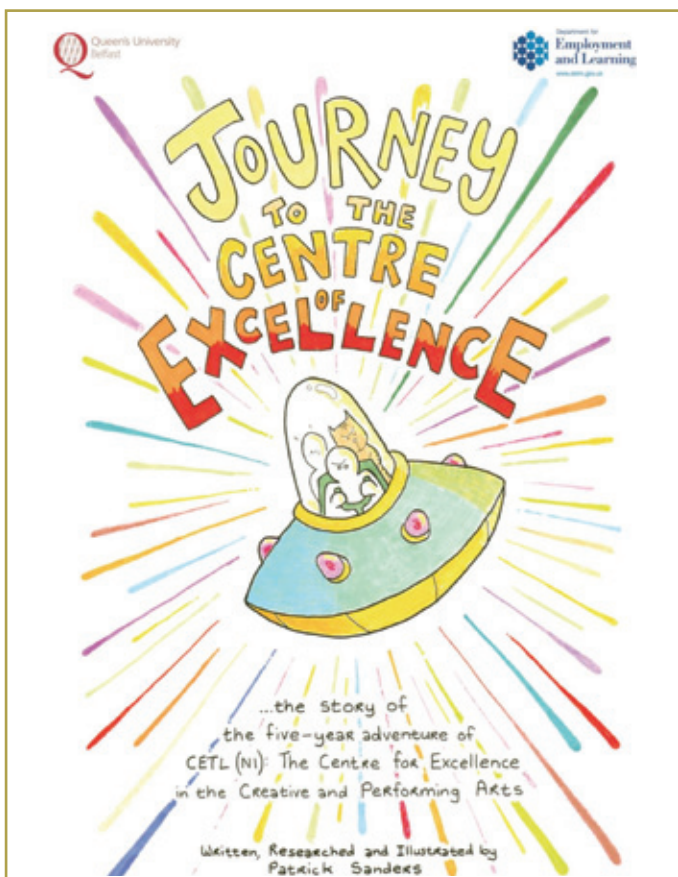
The CEAIL Biosciences team has successfully embedded active and interactive teaching strategies within their courses. Use of the flexible teaching space in the Peter Froggatt Centre has enabled teaching to become more interactive and to incorporate video technology. The team has reviewed all aspects of their pedagogy including assessment practice. Student modular feedback suggests that the introduction of peer and self-assessment for the first year practical reports has had a positive effect on students' learning. In addition, there is evidence of enhanced levels of motivation, achievement and retention. In the year following the adoption of AIL in one module in CEAIL, one degree programme has shown a doubling of the number of students achieving an average year mark of 60% or above (from 28% of the class to 58%). This improvement has been sustained in subsequent years.

The CEAIL team has developed resources on topics such as reviewing the curriculum, setting-up and supporting work placements, active and interactive teaching methodologies and enhancing student engagement. These are available on CED's website: www.qub.ac.uk/ced.



Interdisciplinary Teaching and Learning

The Centre for Excellence in Creative and Performing Arts has continued to inspire students, staff and audiences alike. For the second time, Anna Newell, CECPA's Artistic Director, and Dr Melissa McCullough from Medical Education delivered an interdisciplinary Student Selected module which resulted in the devised performance project, 'PERFECT'. Using the ethics of reproduction as the starting stimulus, the resulting collaborative piece between medical and drama students was performed to six full-houses during Freshers' week in September. This work has stimulated considerable international interest within the medical profession leading to optimism that the module may become an established part of the curriculum.



Following the signing of a Memorandum of Understanding between Queen's and the Academy of Performing Arts in Sarajevo, further collaborative work is planned. In October, Anna Newell, staff from Drama and Film Studies and the postgraduate Drama students, whose interdisciplinary project initially forged this association, travelled to Sarajevo. They created a performance installation piece with students at the Academy as part of MESS, Sarajevo's acclaimed International Theatre Festival.

The unique story of CECPA's work over the past five years has been creatively told through the medium of a graphic novel, 'Journey to the Centre of Excellence'. Illustrated by Patrick Sanders, a former student and now a successful graphic artist, the novel uses the playful medium of cartoon to capture the philosophy and story of CECPA. The novel documents how interdisciplinary activities have had a profound impact on widening student perspectives. Students, and facilitators, have engaged in bespoke 'learning journeys' where they have been encouraged 'to take risks'. In addition to their discipline-specific learning, students have developed a wide and adaptable set of personal and professional skills that will equip them for life and work, especially within creative and multimedia industries. They have also demonstrated growing cultural, social and even political awareness, and a greater understanding of themselves as lifelong learners.

Research-informed Pedagogy

The focus of work within the Centre for Excellence in Interprofessional Education has been to provide research-informed opportunities for healthcare students to learn together in order to enhance their understanding of the roles and responsibilities of health professionals. CEIPE's innovative activities include the use of SimBaby and SimMan in workshops that use high fidelity simulation to facilitate

the teaching and assessment of clinical competencies, team-working and communication skills of undergraduate medical and nursing students. Following positive student evaluation, opportunities to participate in similar workshops have been extended to more subject areas including dental and dental care students within the School of Dentistry.

Other highly successful CEIPE projects such as Medicine's Governance and Drug Prescribing for Infants and Children have been embedded in the curriculum within the School of Medicine, Dentistry and Biomedical Sciences. Problem-based learning workshop activities have enabled students to apply theoretical understanding to practical scenarios. As a result, students have developed more critical and creative problem solving skills together with a deeper understanding of the relevance and importance of theoretical study.

CEIPE has also been at the forefront of internationally significant work in relation to the creative arts and health. Arts in Health is a unique set of projects that has developed from on-going collaboration between Queen's and Arts Care, the Arts and Health charity. Through participating in creative workshop activities alongside service users and healthcare staff in non-clinical environments, students have developed new perspectives about the capabilities and dispositions of potential patients. Their reflections indicate the profound impact that such experiences have had on their understanding of issues such as mental health and disability.

An archive of CEIPE's many projects and achievements can be viewed at their revamped website: www.qub.ac.uk/ceipe.



photo by Colin Cairns

The 21st century educator

One common theme in all three CETL (NI) projects has been the focus on enhancing student learning through the use of stimulating and authentic activities. In many instances the role of the educator has become more multifaceted - in addition to sharing knowledge and experience, the educator has become a guide and a facilitator to learning. As a result of the work supported by the Centres for Excellence, there is now a body of staff expertise within Queen's whose innovative best practice provides a valuable resource for the University as it vies for greater recognition on the world stage.

- (i) Male Eksperimentaine Scene: www.mess.ba
- (ii) www.artscare.co.uk

Turnitin becomes Turnitin2

Gill Kelly

Centre for Educational Development

Turnitin users will already be aware that in September 2010 the software became Turnitin2 and now has a new look interface and originality report. For universities such as Queen's, which uses only the originality checking software not the marking tools, the software changes are mainly cosmetic rather than functional. This article outlines the major navigational and functional differences and lists the resources available to help you and your students use Turnitin2.

When you enter the software or go to the Turnitin2 website www.submit.ac.uk you will be offered the opportunity to step through an online tutorial which will outline the changes. From the Turnitin2 homepage, via the Support tab, you can access the supplier support materials including handbooks, "quickstart" guides and video tutorials for both instructors and students.

Whilst the login screen remains unchanged, the Instructor Homepage has revisions that include top level navigation giving access to user information, any messages from the software supplier, the opportunity to change to a student

view and user help. Tab level navigation allows you to join a sub account (currently only relevant for Nursing and Politics). The all-important "add a class" button remains in the same position.

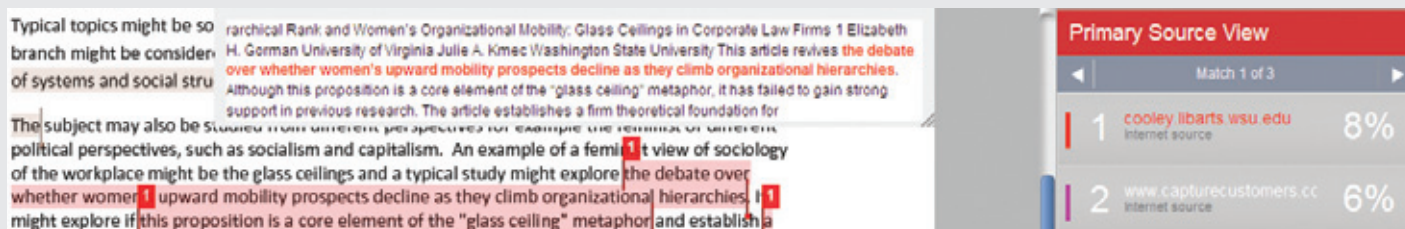
The class homepage is unchanged since the last version of the software. From the class homepage you can view the assignment inbox which now includes a drop down menu option to allow you to view all or only newly submitted papers to this assignment. A check box allows you to select particular papers to export, if you check this box you also see additional options to allow you to delete, move or download assignments. The new "move" feature will be useful for those rare occasions when a student submits an assignment to the wrong module. If you wish to change your assignment settings, instead of the clicking on the cog-wheel symbol of the previous version there is now a link on the right hand side of the page "Edit assignment settings" which will take you to the appropriate menu. The originality report (Figure 1) can be viewed by clicking on the percentage match and colour bar listed beneath the "REPORT" heading.

Figure 1: The Originality Report

The screenshot shows the Turnitin2 Originality Report interface. The main window displays a document titled "Defining Sociology" with highlighted text. On the right, a "Primary Source View" sidebar lists eight sources with their respective match percentages: 1. cooley libarts.wsu.edu (8%), 2. www.cafepresscustomers.co.uk (6%), 3. en.wikibooks.org (5%), 4. wiki.answers.com (4%), 5. www.freemove.com (3%), 6. www.worldcat.org (3%), 7. www.freebase.com (3%), and 8. plumbot.com (1%). The document text includes definitions of sociology and mentions of the British Library and Ken Browne (2010).

The major change in the new look originality report is that the text formatting of the student assignment is preserved. Text matches continue to be highlighted in colour on the paper and numbered to correspond with what Turnitin2 deems to be the primary online source for the match in the Primary Source bar on the right of the screen. Clicking on the match in either the text or the primary source list will cause a small window to open above the match showing the sequence of words in the source text (Figure 2).

Figure 2: The Source Match window



This replaces both the facility to see all of the matches marked on one copy of the source document and the link to the full text of the source, which were important aids in preparing evidence for a plagiarism tribunal. We have been assured that this functionality will be added to the new version in due course, but in the meantime it is possible to avail of these facilities through reverting to the old originality report view, which can currently be obtained by clicking the “Text Only Report” button on the bottom right-hand corner of the new style report (Figure 1).

In that bottom right-hand corner there are also buttons to help you see matches that underlie the primary source and to filter out matches to quotations, the bibliography and small text matches if you have not already chosen to do this when setting up the assignment.

Additional Staff and Student User materials

CED has created some screen capture videos helping students to sign up to Turnitin2 for the first time, submit an assignment and enrol in further modules. These are available for you to download and put into Queen’s Online for your students at: <http://www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/e-Learning/OriginalityCheckingwithTurnitinUK/>.

This site also has revised handouts for staff on setting up assignments with differing permissions and viewing / operating the originality report.

Further materials and advice on using the software are available from
Gill Kelly, CED, extension 6595,
email g.m.kelly@qub.ac.uk.

The Flexible Teaching Space

Room PFC/01/307 –
Semester 2 Availability

The Flexible Teaching Space (PFC/01/317) is a room specially designed to support active and interactive learning with technology for classes of up to 60 students working in groups. The space affords staff greater opportunity to interact with students and the environment encourages thinking and questioning on topics as well as group discussion. For further details please see: <http://www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/e-Learning/FlexibleTeachingSpace/>.

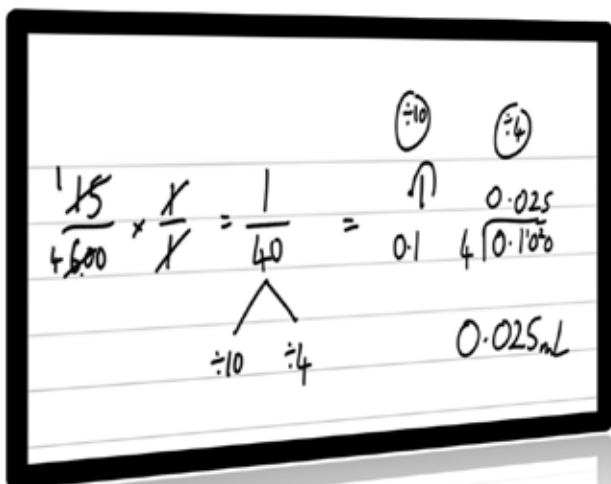
For Semester 2, 2010-11, there are a limited number of slots still available:

- Monday 17.00 – 21.00
- Wednesday 13.00 – 17.00
- Thursday 15.00 – 21.00
- Friday 15.00 – 21.00

We would like to offer new users the opportunity to try teaching in the space. You do not have to commit to using the room for a full semester - it is possible to opt for several weeks of a module in the first instance. Information Services offer support and training to new users to try out the technology before starting to teach in the room.

- If you would like more information about using this environment to support your students’ learning, please contact Gill Kelly, Centre for Educational Development, on extension 6595 or email g.m.kelly@qub.ac.uk

- If would like to enquire about available time slots, please contact Claire Henaghen, Timetabling & Room Booking Manager on extension 3127 or by email c.henaghen@qub.ac.uk



representation of video used to help students with their numeracy skills

Using Screen Capture Videos: Screencasting

Bob Wylie

Centre for Educational Development

Introduction

Screen capture or "screencasting" refers to recording the activity on part or all of a computer screen and then making it available as a video for others to follow. Often an audio narration is also included to help explain the actions on the screen.

Simple screen capture is easy to achieve through the use of some additional software. It involves clicking on a record button and recording what is being viewed on the screen in real time, together with spoken audio.

How am I likely to use screencasts?

Screencasting has been used extensively for software training and is becoming more popular as a general tool for teaching, learning and research purposes. Other possible uses include:

- Recording lecture slides
- For review and feedback of work
- As an alternative to a text based document
- Providing worked solutions to problems
- Demonstrating complex ideas.

What are their advantages?

Screen capture videos have become more popular with the introduction of free and easy to use software. They have the ability to demonstrate any on screen activity in a flexible way that users can replay, pause and consider to aid their understanding.

Although screencasts are most commonly viewed on a computer, they are equally able to be viewed on portable devices such as mobile phones and ipods allowing for anywhere, anytime access to learning materials.

How do I create them?

Free software is readily available to use for screencasting. Jing is popular as it has versions for both Windows and Mac. It is very simple to use but recordings are restricted to a maximum of five minutes duration and there is no facility for editing them once captured. A commercial version of the software is Camtasia Studio which allows more complex screen recording, longer durations, the addition of captions and editing to be achieved.

If you would like further information or help getting started contact Bob Wylie (bob.wylie@qub.ac.uk) in the Centre for Educational Development.

Examples of Screencasting

The award for the most effective use of video at the 2010 International Conference of the Association for Learning Technology went to the School of Chemistry at the University of Southampton. The video utilises screen capture to work through a chemistry problem (<http://www.soton.ac.uk/chemistry/media/ALT/>). This same approach is currently being used by Actuarial Mathematics, Civil Engineering and Nursing & Midwifery Queen's.

Screencasting for demonstrating worked examples
<http://www.qub.ac.uk/elearning/public/ActuarialMathematics/ActuarialNotation/>

Screencasting for software training
<http://www.qub.ac.uk/elearning/public/audio/UsingtheAudacitysoftware/>

Useful Resources

- Download the Jing software <http://www.techsmith.com/jing/>
- A Quick Guide to installing and using Jing <http://www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/e-Learning/E-LearningFileStore/Filetoupload,207612,en.pdf>
- JISC guidelines for screencasting <http://www.jiscdigitalmedia.ac.uk/movingimages/advice/screencasting/>

5 Minute Guide to making your Teaching and Learning Resources Available Online

Nicola Ellis

Information Services

Module 'Resources' is the primary working area for staff and students in the Queen's Online Virtual Learning Environment. Resources, such as lecture slides, module handbooks, links to core readings, important websites and video lectures, supplementary documents and images which are copyright cleared, instructional videos, recordings of interviews with subject matter experts etc, can easily be made available to your students. Your students' use of these resources is also automatically tracked, which means you can see how many times a specific resource was viewed by each student and also the overall use of the resources by each student.

Accessing your Modules in Queen's Online

All modules for which you are registered in QSIS, are available on the Queen's Online homepage (<http://www.qol.qub.ac.uk>), under the heading, 'My Modules'.

Creating a Resource Map

It is possible to add resources directly, but it is recommended that you put in place a structure or map (folders and sub-folders) to hold your resources.

An example of a Resource Map is provided as follows:

- Folders can be created to reflect the module structure
- Folders are displayed in numerical, then alphabetical order
- Folders which are currently unavailable to students are highlighted as 'offline for students'

Resources		
Share a document with the team by adding it to this document library.		
New	Upload	Actions
Type	Name	Release Status
Folder	1. General Information and Forms	
Folder	2. Main Assignment	
Folder	3. Marked Tasks	
Folder	Week01 Belfast's Success	Offline for students
Folder	Week02 Social Consequences of Industrialisation	
Folder	Week03 Maturing Industrial City	
Folder	Week04 Urban Culture	
Folder	Week05 Trade Unionism and the Labour Movement	
Folder	Week06 Late Eighteenth-Century Radicalism and Loyalism	
Folder	Week07 Party Politics in the Nineteenth-Century City	
Folder	Week08 Unionism and Nationalism in an Urban Setting	
Folder	Week09 Sectarian Conflict	
Folder	Week10 Readings	Offline for students
Folder	Week11 Revision Topics	

Quick Tip! You can create your Resource Map on your computer first and then simply copy all of the folders/sub-folders across into your Module Resources in Queen's Online. Use meaningful folder names (include descriptions of the contents of the folder) to help your students find the resources quickly and easily.

Adding Resources

It is possible to add different types of resources, for example, Word, PowerPoint, Excel, Audio, Video, useful links to existing web pages.

To add existing files saved on your computer into the Module Resources:

- On your Module homepage, click on Resources in the left navigation panel.
- From the New drop down menu, choose Folder (or Scheduled Folder), enter the Name (and release/withdraw dates) of the folder and click OK.
- Click on the folder to open it and from the Upload drop down menu, choose Upload Document.
- Click on the Browse button to locate the resource which you would like to upload, ensure Overwrite Existing Files is selected and click OK.

Note: To upload more than one resource, choose Upload Multiple Documents, select your files and click OK to add them to the Module Resources.

Quick Tip! There are other quick and easy ways of adding resources, including creating a new resource in your Module Resources, copying resources from previous years' modules into your Module Resources, saving a file directly from Office 2007 into your Module Resources and copying existing folders saved on your computer into your Module Resources.

When you have added your resources, you can simply click on a resource to open it. When you move your mouse over a resource, you will notice a drop down arrow. Clicking on this drop down arrow displays several options including editing (renaming) or deleting a resource, as well as checking out (prevents more than one person making changes to a resource at any one time) or adding an alert to a resource (receiving an email message if a resource has been changed in some way).

If you would like more practical information about working with resources, or any of the other features which are available for your modules, a useful step by step guide called 'QOL Virtual Learning Environment Manual.pdf' is available to download from the Queen's Online homepage (<http://www.qol.qub.ac.uk>), under the heading 'University Documents'. Useful training videos for the Queen's Online Virtual Learning Environment are also available on the Information Services website (<http://www.qub.ac.uk/is>), under the heading 'Teaching'.

If you would like Information Services and the Centre for Educational Development to deliver a Queen's Online information session specifically for your School, please contact Gill Kelly (g.m.kelly@qub.ac.uk) or Bob Wylie (bob.wylie@qub.ac.uk) in the Centre for Educational Development.

Bringing employers and postgraduate researchers together

Shona Johnston

Senior Careers Adviser (Postgraduate Research Students)

PhD graduates are known to find successful employment in a wide range of sectors ranging from academia to industry, public to private and subject-specific to general [1]. As noted in a recent government review of postgraduate provision “The skills of postgraduates, especially researchers, are critical for tackling major business challenges and driving innovation and growth” [2] and a recent Vitae report found that over 70% of employers would like to attract more applications from postgraduate researchers but are unsure of how to target this group [3].

Meanwhile, since Gareth Roberts’ “SET for Success” report of 2002 raised the issue of researcher employability [4], HEIs have worked to both develop awareness of career options among postgraduate researchers, and ensure that PGRs have opportunities to build the skills needed both for successful completion of their degrees and their future employability. Queen’s offers a range of careers and employability provision for PGRs through the Postgraduate Skills Training Programme (PSTP) and has links with a wide range of local and national employers, but additional tailored PGR employer initiatives are continually being developed. The aim of these events is two-fold: to allow current postgraduate students to hear a diverse range of career stories to assist them in developing their own career plans, and to provide a forum for employers to meet with postgraduate research students and appreciate the unique skills this group can offer.

Focus on Careers events

Employers from some of the key areas where Queen’s PGRs develop successful careers are invited to talk about their experiences and outline the opportunities in their organisation and sector. Generally, speakers have PhDs themselves and talk candidly about their career paths to date and the many (often unexpected!) ways in which they use their PhD skills and experiences in their current roles. Since January 2009, over 500 PhD students have attended these events to hear from 25 different organisations, representing sectors including Academia, Research & Development in

Engineering, Physical Sciences and the Pharmaceutical Industry, the Public Sector, Management Consulting, Patent Law and Project Management. Feedback from both students and employers has largely been very positive, and further events featuring existing and new sectors are planned for the coming year.

A good chance to ask questions relating to this field of work. It gave a useful insight to what the work entails

PGR student, Focus on careers in Professional Services

We were very impressed with both the level of attendance and the calibre of the students at the event

Employer, Focus on careers in Professional Services

Networking opportunities

In addition to developing career awareness, these events represent valuable networking opportunities. PhD graduates report that professional and personal networks are their main sources for finding employment [1], but many find it difficult to develop networking skills and build contacts. Support is therefore available through an interactive half-day workshop on Networking Skills where students can ask questions and practise in small groups before being invited to a Practical Networking event. At the event, students mingle with guests from Queen’s and external employers and gain valuable experience in talking about their research and their career plans while juggling a plate of sandwiches and a cup of coffee.

It’s practical, so it’s a good chance to practise our skills

PGR student, Practical Networking

In addition to these events, provision continues to develop in response to demand, and in the coming year PSTP skills workshops will be offered directly by employers, particularly PhD graduates who have made the transition themselves, on topics such as ‘The move from academic to industrial research’. Any members of staff who are interested in developing bespoke events for PGR students in their Schools are also welcome to contact Shona Johnston at shona.johnston@qub.ac.uk

Overall, it’s hoped that whether postgraduate researchers intend to use their skills in academia, industry or elsewhere in the future, the PGR employer programme offers opportunities for both students and employers to learn from each other.

References:

1. Hunt W., Jagger N., Metcalfe J. and Pollard E. (2010) What do researchers do? Doctoral graduate destinations and impact three years on. www.vitae.ac.uk/wdrd
2. Smith A. (2010) One step beyond: Making the most of postgraduate education. www.bis.gov.uk/one-step-beyond
3. Rubio M. and Hooley T. (2009) Recruiting researchers: Survey of employer practice. www.vitae.ac.uk/policy-practice/113331/Survey-of-employer-practice.html
4. Roberts G. (2002) SET for success. http://webarchive.nationalarchives.gov.uk/+/http://www.hm-treasury.gov.uk/set_for_success.htm



PGR students put their networking skills into action at a ‘Practical Networking’ session

CED 5th Annual Conference



Developing Student Employability: Within and Beyond the Curriculum

This year's CED
conference on the
theme of Developing
Student Employability
will take place on
26 May 2011
in the Canada Room.



Prof Lee Harvey



Prof Alistair Fee



We are pleased to announce the keynote speaker will be Lee Harvey, Professor at the Copenhagen Business School. Prior to that Professor Harvey established and was Director of both the Centre for Research into Quality at University of Central England in Birmingham and the Centre for Research and Evaluation at Sheffield Hallam University and was Director of Research at the Higher Education Academy. He has been a quality advisor to institutions across the world and is regularly invited to major international conferences and has given over 50 keynotes at such events.

Professor Harvey has been researching higher education issues since the early 1990s. His higher education research encompasses employability, diversity, quality, funding, learning and teaching and student feedback issues. He first explored employability issues as part of the Quality in Higher Education project (1992–1994), which included a study of employer perspectives, Employer Satisfaction (1994). Subsequent work included Graduates' Work, a seminal study for the Dearing Committee, and the follow-up Work Experience: Expanding opportunities for undergraduates (1998). An analysis of the careers of art and design

students followed, *Destinations and Reflection* (1999), which, a decade on is being replicated. Subsequent work focussed on defining employability and exploring how employability was integrated into the curriculum in, for example, Enhancing Employability, Recognising Diversity (2002). This was followed by work on the role of careers services, international comparisons of employability development, and an analysis of the growth in graduate numbers in the UK. Recent work has returned to the issue of work placements, Learning Through Work Placement and Beyond (2006), and workforce development in Institutional Research and Workforce Development (2007).

In addition to the keynote address the conference will include workshops, presentations from students who have benefited from involvement in employability initiatives in Queen's and a showcase delivered by Queen's staff on the approaches they have taken to develop students' employability skills.

Further details and information about registration for this event will be on the CED website in due course at www.qub.ac.uk/ced

www.qub.ac.uk/ced





Guest Speaker Series - Semester 2, 2010 -2011

Event: Using Student Feedback to Inform Your Teaching
Presenters: Dr Aisling Keane, Dr Abdul-Kadhum Al Modhefer, Dr Etain Tansey, Dr Charlie McCartan and Dr Ian Lane
Date, time and venue: 24 January 2011, 10 am – 12 pm, Canada Room

Event: Course design for increased student satisfaction
Presenter: Dr David Baume
Date, time and venue: 8 April 2011, 10 am – 1.00pm, Canada Room

Event: Retention and the Student Experience
Presenter: Professor Sally Brown
Date, time and venue: 18 April 2011, 10.00am - 1.00 pm, Canada Room

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

Summary of CED Workshops January – March 2011

JANUARY

12 Jan 2011	Using Audio to Enhance Teaching and Learning (Podcast)	2 pm – 5 pm
26 Jan 2011	An Introduction to QOL for Learning and Teaching	2 pm – 5 pm
26 Jan 2011	Laboratory Demonstrating	2 pm – 5 pm
28 Jan 2011	Small Group Teaching	10 am – 1 pm

FEBRUARY

2 Feb 2011	Preparing and Giving Lectures – Part 1: Tips and Theory	2 pm – 5 pm
2 Feb 2011	Detecting and Preventing Plagiarism	2 pm – 5 pm
9 Feb 2011	Preparing and Giving Lectures – Part 2: Practical session in small groups	2 pm – 5 pm
16 Feb 2011	Teaching with Emotional Intelligence	2 pm – 5 pm
16 Feb 2011	Interactive PowerPoint Presentations	2 pm – 5 pm
23 Feb 2011	Using the TurnitinUK Originality Checking Software	2 pm – 4.30 pm
23 Feb 2011	Small Group Teaching	2 pm – 5 pm

MARCH

2 Mar 2011	Using Computer Assisted Assessment	9.30 am – 4.30 pm
2 Mar 2011	Writing Learning Outcomes and Module Design	2 pm – 5 pm
10 Mar 2011	Introduction to Assessment in Higher Education	2 pm – 5 pm
16 Mar 2011	Peer Observation of Teaching: a Practical Guide	2 pm – 4 pm
23 Mar 2011	Teaching Larger Classes	2 pm – 5 pm
30 Mar 2011	Using the Personal Response System in your Classes	2 pm – 5 pm

Please visit the CED website for further information on the courses and registration details at www.qub.ac.uk/ced

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