REFLECTIONS

We are exceptional

About *Reflections*

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 Dr Erica Morris from the UK Higher Education Academy (HEA) on academic integrity. Dr Morris was a keynote speaker and co-organiser of an event run by CED in June 2011 on this topic. We also include an article by Val Butcher, an academic consultant and formerly an advisor at the HEA, on developing students' employability skills within the curriculum, the topic of her workshop held on the 21st October.

We feature the 13 Queen's Teaching Award winners from 2011, who received their awards at graduation in July 2011. As an example of how excellent practice can have a wider impact, we highlight an initiative from the School of History and Anthropology on using movement and sound in the healing process. Two important national developments which have a big impact on how Queen's presents itself nationally are featured: the National Student Survey (NSS) and the new Key Information Sets (KIS). We have a progress report on the implementation of the new Education Strategy, a summary of new developments on QOL and a summary of the new e-AFFECT project which is funded by JISC (£197,000) to develop assessment and feedback practices across the University over the next three years.

Contributing to the next *Reflections*

We would very much welcome contributions for our next issue of Reflections to be published in Spring 2012. 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 up-coming event (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*.

Academic integrity: exploring a holistic approach for preventing student plagiarism

Dr Erica Morris, the Higher Education Academy

"Academic integrity is a 'live' issue for anyone working in HE"

"We have a great concern about how we can help those students that unintentionally plagiarise in our department"

On 27 June 2011, Queen's University Belfast held a workshop for staff on academic integrity organised by the Centre for Educational Development at Queen's and the Higher Education Academy. The workshop enabled staff in teaching or support roles to actively consider a 'holistic approach' in preventing student plagiarism and related forms of unacceptable academic practice, with opportunities through interactive sessions to discuss issues and current practice. In the session run by Dr Lillian Greenwood and Angela Doherty (Queen's University Belfast) there was a focus on strategies for preventing plagiarism, including the design of assessment, and a consideration of the use of web-based tools that can help to identify whether material has been copied from other sources. In the session, 'Where do we draw the line between good and bad academic

Dr Erica Morris and Jude Carroll

practice?' led by Dr Arlene Hunter (The Open University in Ireland) delegates looked at examples of what might be described as "grey area cases", in which it can be difficult to determine whether a student has simply copied material or has poorly paraphrased material. How such cases are considered 'on the ground' can have important implications in terms of whether formal procedure is evoked and/or how the student would benefit from guidance and opportunities to improve their academic writing.

In the keynote address, Jude Carroll, a leading expert in the field, drew on lively examples, high profile cases and her international experiences to give a 'tour' of the varied realities and myths associated with student plagiarism. Indeed, in the field there has been an emphasis on the complexity of

student plagiarism, which has pointed to the need for higher education institutions (HEIs) to employ a 'holistic approach' to address this issue.

If we 'unpack' the issue, it is clear as to why HEIs need to adopt a range of interrelated strategies. First, we must recognise that the term 'plagiarism' can be used in different ways, depending on the particular perspective or context – for example, 'cheating' is sometimes used to refer to inadvertent plagiarism. Second, students may not understand what constitutes good academic practice where, for instance, there may be a case of collusion because students have not been clear about what is acceptable collaborative working for a group project. Finally, students may inadvertedly copy material for one or a number of reasons: new to university study or a subject area, they have not yet come to fully appreciate the conventions of academic writing, and may initially fail to appropriately cite sources. And even before this stage – when they are writing an essay or report – they may not have employed critical reading strategies or effective note-making techniques. Students need to learn about the complex array of information sources, be these articles, textbooks, course materials or general websites. To confound matters, students are often under pressure – not only to get their assignments in on time, perhaps alongside part-time employment or family commitments, but also to succeed at university, so that they can then be in a strong position to apply for jobs or further study. In haste, students may use 'rough and ready' methods to prepare their assignments, having not yet honed their skills in planning, organisation and time management.

Universities and colleges can harness educational approaches that enable students to develop original work, and develop an understanding of good academic practice and the associated skills within their programme of study. There is now a wealth of staff development resources with guidance on designing teaching opportunities and assessments in ways that can help to engage students in their learning, lessening the possibility of student plagiarism.   Regulations can be reviewed and improved to give clear procedures and a set of penalties, so that staff can consistently manage cases of unacceptable academic practice. Institutions also need to ensure that there are regular staff development opportunities, including training and support in the effective use of text-matching tools, such as Turnitin.

In Jude Carroll's afternoon session, 'How might we improve consistency in managing cases of plagiarism?' delegates worked in groups to identify factors that can contribute to a lack of consistency in dealing with cases. These included issues relating to staff workload and variation in strategies or skills that staff readily have to hand to help them identify instances of plagiarism, as well as more practical concerns in terms of poor record keeping. This session was designed to ensure that discussion group 'findings' were shared with others, so that a range of factors that can help to ensure consistency were looked at, including having support from management, adopting relevant guidelines for all staff, and providing workshop and online support materials for students.

By building on the work of the Higher Education Academy's Academic Integrity Service, the final session pulled together current themes and possible directions for the field. For example, there has been an emerging theme in the field and educational community that there is the need to encourage a 'culture of academic integrity' within a university or college, a culture which, of course, involves all staff and students. We need to look to international perspectives to help inform our developments: approaches in the USA have involved academic integrity seminars for students and a peer educator programme.   It is likely that we would also have much to learn from research work on students' understandings of plagiarism and good academic practice, and how these conceptions change over time.

"It was a very enjoyable and well thought out day. Helpful in teasing out associated issues and thinking how a more holistic approach might be achieved"

"Brilliantly presented and exceptionally relevant. Very useful advice/material obtained"

Resources and further reading

Academic Integrity Service (2011) Policy works: recommendations for reviewing policy to manage unacceptable academic practice in higher education. The Higher Education Academy and JISC. Available from: http://www.heacademy.ac.uk/resources/detail/assessment/academic-integrity-publications

Academic Integrity Service (2010) Supporting academic integrity: approaches and resources for higher education. The Higher Education Academy and JISC. Available from: http://www.heacademy.ac.uk/resources/detail/assessment/academic-integrity-publications

MacDonald, R. and Carroll, J. (2006) Plagiarism – a complex issue requiring a holistic institutional approach. Assessment and Evaluation in Higher Education, 31(2), 233-245.

Academic Integrity Service (2010) Supporting academic integrity: approaches and resources for higher education. The Higher Education Academy and JISC. Available from: http://www.heacademy.ac.uk/ourwork/teachingandlearning/assessment/alldisplay?type=resources&newid=ourwork/academicintegrity/Supporting_academic_integrity_approaches_and_resources_for_HE&site=york [4 October 2011].

 Academic Integrity Service (2011) Policy works: recommendations for reviewing policy to manage unacceptable academic practice in higher education. The Higher Education Academy and JISC. Available from: http://www.heacademy.ac.uk/ourwork/teachingandlearning/assessment/alldisplay?type=resources&newid=ourwork/academicintegrity/policy_works&site=york [4 October 2011].

Bertram Gallant, T. (2010) UCSD Academic Integrity Annual Report 2008-2009. Available from: http://academicaffairs.ucsd.edu/ug-ed/academicintegrity/AI_2008-2009_Report.pdf [7 June 2011].

Education Strategy 2011-2016 – What next?

By Maria Lee, Educational and Skills Development

The Education Strategy for 2011-2016, approved by Academic Council in June 2011, sets an ambitious vision for the delivery of a transformational learning experience for students, thus distinguishing their employability and opportunities for life enhancement. In particular, the Strategy seeks to develop our curriculum such that it: educates for a global world; educates for new forms of employment and is delivered flexibly to meet the changing needs of our students and the wider society. Full details of the strategy are available on Queen's Online.

Taking the Strategy forward

Now that the Strategy has been agreed, we need to translate the strategic objectives and actions into a detailed implementation plan. A number of steps have been taken to support this that combine the formal implementation group with a more informal ongoing consultation involving as many staff, students and employers as possible.

(i) Education Strategy Implementation Group (EdSIG)

An Education Strategy Implementation Group has been established to oversee and monitor the development and implementation of the detailed action plan. The group is chaired by Professor Douglas-Cowie and includes the Deans, Directors of Academic and Student Affairs and Student Plus, 3 Directors of Education, 3 Heads of School, 1 Teaching Award winner, and President and VP Education of the Students' Union. The group has met once and will meet several times this year and 2-3 times in subsequent years.

(ii) Directors of Education Forum

Our Directors of Education (DEs) will consider the development of the implementation plan regularly through the Directors of Education Forum. At their recent Away Day, the DEs were joined by some Directors of Research and students to discuss the key themes of Student Engagement and Employability. Discussions were lively and some of the points highlighted included:

- The need to help students make the transition from school to university

- The importance of providing the right pre-entry information to prospective students

- Ways we might use our alumni more effectively to engage with students

- The importance of developing students' employability skills and getting greater employer input into the curriculum for commercial awareness.

(iii) Wider consultation with staff and students

45 staff attended a Special Education Committee convened on the 21st November 2011 to discuss employability. The Group was addressed by Richard Erwin, Head of Graduate Recruitment at PricewaterhouseCoopers (PWC) and a History graduate of Queen's. Richard outlined the strategy adopted by PWC to recruit the best graduates through assessing an applicant's competency and potential in a range of skills and attributes. Further details of these can be found at http://www.pwc.com/uk/en/careers/student/applicationprocess/our-competencies.jhtml

The question and answer session that followed covered themes such as building employability in the curriculum, engagement with employers and use of psychometric tests in the selection process. This was followed by an open discussion which considered actions such as the development of employer-led courses; the establishment of a University-wide high level Employers Forum; extending the range and uptake of work-related learning and teaching methods.

The Students' Union VP for Education, Nuala McAdams, is planning meetings with staff and students to discuss similar issues during the next few months.

The Education Strategy is an articulation of what we, as an institution, plan to achieve. It is ambitious and challenging and its achievement will rely on the individual contribution of all who work here. Your experience and ideas can help to inform the development plans and we would love to hear your suggestions or about current practices which are proving effective. Please feel free to contact us at ced@qub.ac.uk.

Embedding employability into the academic curriculum

By Val Butcher, Educational Consultant

" Two nations; between whom there is no intercourse and no sympathy; who are as ignorant of each other's habits, thoughts and feelings, as if they were dwellers in different zones, or inhabitants of different planets; who are formed by a different breeding and fed by different food, and ordered by different manners"

Benjamin Disraeli: " Sybil; or, the Two Nations," 1845.

The disparity between the demands of the graduate employment market and the preoccupations and aspirations of students – particularly those studying in leading research universities – may sometimes seem as great today.

Students want employment after graduation (with a growing sense of frustration if their increasingly expensive investment in their hard-earned qualification fails to pay off) but they also want a "good degree" in their chosen discipline, and believe that achieving this will secure the career destination of their choice.

Of course they are partly right – but in the demanding and changing graduate employment scene today, a good degree is not enough, and this presents a significant challenge for those of us who are supporting and enabling their learning.

"Students are so strategic; ......now, they only value what will give them advantage points towards their degree classification"

As Knight and Yorke demonstrated in "Learning, Curriculum and Employability in Higher Education"[1] and in many subsequent publications during the ESECT[2] initiative, employability is about "good learning", and is much broader than the insertion of "personal skills" into the curriculum. Their USEM model which articulates this outlines employability as four broad and inter-related components:

- Understanding
- Skilful practices (including deployment of skills)
- Efficacy beliefs (including students' views of themselves)
- Meta-cognition (including self-awareness and a capacity to reflect on learning)

Each of these components does, of course, also enhance academic, discipline-based learning.

A recent workshop on *Project-based learning: enhancing employability in the curriculum* which Queen's ran in conjunction with AISHE illustrated a number of pedagogic approaches to delivering project-based learning relevant to a wide range of disciplines. These included analysing case-study material; annotating a bibliography rather than writing 'yet another essay'; writing critical commentaries or reviews, perhaps in the style of a particular kind of publication; summarising complex material into a short briefing paper or executive summary; in-tray exercises, perhaps under time-constraint; and presenting a case, and being prepared to justify it.

Key to the impact of these methodologies is the involvement and understanding of the student in why they are being invited to learn in these ways, and the varying levels of learning which can take place as a result. Hawkins, Butcher and Jackson (1994)[3] characterise this as follows:

[1] Knight, P.T., and Yorke, M. (2004). Learning, Curriculum and Employability in Higher Education, London, Routledge Falmer.

[2] Enhancing Student Employability Co-ordination Team, funded by HEFCE 2003 - 2005

[3] Hawkins, P., Butcher, V., and Jackson, P. (1995) Making the Most of your Work Experience, London, National Councilfor Work Experience.

Level 1 Experience Only

Students experience several levels of learning without giving any thought to it – it just happens. They find it hard to relate the activities to their learning objectives, or to understand how the activity has delivered the learning.

Level 2 Record and make explicit the experience

Students are able to articulate their learning experience to others, but only at a superficial level.

Level 3 Reflection on the Learning experience

Students know what the learning has meant to them. They are able to interpret the learning in a deeper way, providing a range of examples and a clear articulation of what they have gained from the experience.

Level 4 Making the links and matching the Learning

Students are able to draw together and internalise their learning through concepts and models. They can see the links and applications to other learning situations. They can also draw on this to consider aspects of potential careers.

Level 5 Application of Learning to new situations

Students can put their learning into practice in new situations. They can make connections and piece together what they have learnt. They are able to transfer their learning and add value in the new context.

Level 6 Adapting to new situations

Students are more flexible and effective in applying their learning to new situations, constantly evaluating its worth and adapting their model of thinking accordingly, thus taking responsibility for, and control of, their own development.

These "Levels of Learning" are usually taken for granted in conventional teaching and assessment processes, but are often overlooked in presenting teaching innovations to students. It may be helpful to discuss each level separately, ask students to consider within a particular context at which level they are currently situated.

Drawing the student into an understanding of the value-added learning to be accrued from an awareness of not only what they have learned but how they have learned, and embedding this firmly into the assessment processes, is central to project –based and experiential learning.

It also significantly enhances students' ability to communicate what they have to offer more effectively to future potential employers and research supervisors.

Key Information Sets: Gearing Up for the Task

by Susan Harte, Centre for Educational Development

With the aim of making it easier for university applicants to compare institutions and courses, the Higher Education Funding Council for England is requiring institutions in England to develop standardised "key information sets" (KISs). In Northern Ireland, the Department for Employment and Learning has recognised that standardisation will be of benefit to all prospective students and the wider public audience, and is similarly requiring institutions here to produce KISs.

KISs will be required for most undergraduate courses and must be in place by the end of September 2012 for the benefit of applicants applying for admission in 2013-14. They will contain information on:

Student Satisfaction measured by the "percentage agree" scores for eight NSS questions which broadly reflect the whole questionnaire and a new question gauging student satisfaction with the institution's student union. HEFCE will source all the information from the NSS.

Learning and Teaching Activities summarised as:

• scheduled learning and teaching activities (any activity that students must attend at a fixed time and where they have access to a staff member)

• guided independent study (any activity that students can undertake at a time of their choice, for example, online or group work)

• placement/study abroad.

Assessment Methods covering summative assessment methods under headings of:

• written exams

• practical exams

• course work.

Professional Accreditation so that if a course is accredited there will be a statement on which body accredits the course. If the accreditation is dependent on specific module choices, a short statement will be shown stating this. If a course is not accredited, a statement indicating this fact should be published.

Accommodation which will include an indication of how much university accommodation is available and its cost, and the cost of rental accommodation in the private sector.

Student Fees where HEFCE will take the information direct from UCAS course data for those courses that recruit through UCAS.

Financial Support where the KIS will indicate with a "yes" or "no" whether there is potential access to: a fee waiver; means-tested support; non-means-tested support; the National Scholarship Programme.

Employment destination and salary information which will be taken from the Destination of Leavers from Higher Education surveys.

HEFCE has provided a mock-up of the KIS. A core feature is that it is standardised and comparable across HEIs, with consistent branding and presentation, including a unique logo.

The KIS is not intended to replace other information sources, or to be presented in isolation. It is intended to be indicative and link to more

HEFCE Mockup of how the KIS widget might appear on an institution's course web-page

detailed information on an institution's website. The thinking is that course information pages will each contain a "widget" (a small graphic) presenting what HEFCE has identified as the three most important KIS statements and linking to the full KIS. Importantly, the KIS will not be a contractual document and quality assurance will be the responsibility of institutions. However, from 2012-13, QAA's institutional review in England and Northern Ireland will include a judgement on the information that institutions publish. The focus of the judgement will be on the completeness, currency, reliability and accessibility of the information provided by institutions and on the usefulness of the information to potential students, employers and the wider public.

As well as appearing on institutional websites, KISs will appear as links on a revamped Course Finder section of the UCAS website. In addition, HEFCE is planning a new national website to replace Unistats, its existing facility for allowing applicants to compare and review universities and subjects. This new site will bring together KIS data and Unistats data and will be launched in September 2012.

For institutions, meeting the requirement that KISs are in place by September 2012 is a daunting task. Within Queen's, the Technical Guidance is currently being reviewed by staff from the Planning Office and Student Services & Systems Division of the Academic & Student Affairs Directorate. Once this review has been completed, it will be possible to scope the full programme of work required to deliver this project within the timescales. A first step is to see if course and module information currently held in QSIS

can be accommodated within the KIS template with the minimum of reclassification and recalculation or if more serious development is needed. For Schools and subject areas, the work will revolve around reviewing module information and programme specifications to ensure they are comprehensive and present a picture of a course that offers a rigorous academic experience and value for money. Overall, the project will require a whole University response and will need to be carefully managed to ensure that all key stakeholders contribute appropriate support when it is needed.

HEFCE Mockup of how the KIS might be presented
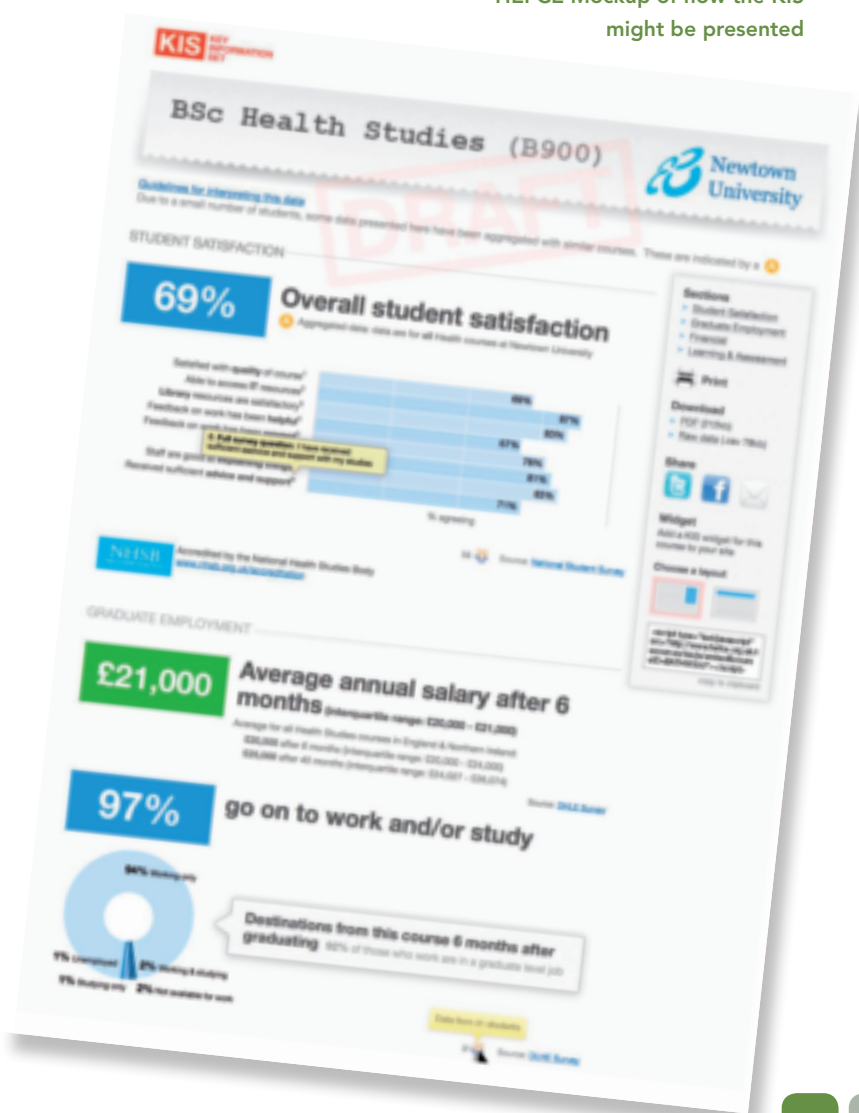
e-AFFECT (e-Assessment and Feedback for Effective Course Transformation)

by Linda Ryles, Centre for Educational Development

Are your students satisfied with assessment and feedback practice and procedures in your School? Is practice consistent across all degree programmes and at all levels? Have you considered using technology to help you make more effective use of your time? Do you always manage to provide timely, quality feedback? Do your students use your feedback to improve their future performance? If the answer to any of these questions is 'No', you may be interested in a new institutional three year project funded by JISC, which is being co-ordinated by the Centre for Educational Development and overseen by the Supporting Student Attainment Action Group (SSAAG).

The past two years have seen modest improvement in Queen's National Student Survey (NSS) scores for assessment and feedback from 3.4 to 3.6, in part following an earlier Higher Education Academy (HEA) Enhancement Academy funded initiative that supported activity in Schools, the development of online resources and a partnership with the Students' Union to raise student awareness of feedback. Students' perception of the usefulness of feedback for learning has improved in some areas, but in others, student experiences have remained low or even deteriorated.

Since this is a sector-wide problem, JISC invited institutions to bid for grant funding and in August 2011, Queen's was awarded £197,755 over two years to bring about institutional change in the process and practice of assessment and feedback. This is one of eight awards made. The other successful institutions are: Bath Spa University, Cornwall College, the Universities of Dundee, Hertfordshire and Exeter, the Institute of Education and Manchester Metropolitan University – all are encouraged to share good practice.

In phase 1 (2011-12) of the e-AFFECT project, four programme teams from different Schools are taking part: Civil Engineering, English, Pharmacy and Psychology. They will be joined in phase 2 (2012-13) by up to eight more teams and in phase 3 (2013-14) with up to another eight, which will ensure that all Schools have the opportunity to participate. Each phase will build upon lessons learned in the previous one and both evaluation and dissemination will be ongoing. Academic staff engaged in earlier phases will act as Critical Friends to those teams from cognate disciplines who join the project at a later stage. JISC funding will support such activity.

In each phase, the baseline activity includes surveying students and staff about their experiences of assessment and feedback: they will be asked about what they perceive to be the minimal acceptable level of a practice or process and how important they think it is. Based on this information, programme teams will be supported through a period of planning for the future that focuses on what is currently going well and what their ideal would be (Figure 1).

Figure 1: Appreciative Inquiry approach to change

(after Cooperrider, D and Whitney, D 2005 Appreciative Enquiry: a positive revolution in change, San Francisco)

The project team comprises: Sarah Hannaford, Gill Kelly, Anne Jones, Maria Lee, Linda Ryles and Nuala Toman. They will work closely with colleagues from academic support areas such as Information Services, Student Services and Systems, Disability Services and Academic Affairs to ensure that structures, resources and policies are in place to fully underpin institutional change and to ensure the project's sustainability. Building on previous successful collaboration, the Students' Union will be key partners. Key deliverables will include forums that support the ongoing embedding of good practice in assessment and feedback; a practice-based website with resources such as digital evidence of project activity and outcomes; guidelines for the introduction of institution-wide change and a series of reports including a comprehensive evaluation of the impact of the project.

JISC

If you would like more information about the project, please visit our web page http://www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/e-AFFECTproject/, contact Linda Ryles l.ryles@qub.ac.uk or Anne Jones a.m.jones@qub.ac.uk, or follow our blog to keep up with developments http://blogs.qub.ac.uk/e-affect/ .To access assessment and feedback resources for staff, please go to http://www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/AssessmentFeedback/ and to view online support materials for students, click on http://www.qub.ac.uk/directorates/sgc/learning/feedback/

My Indian Summer

By Owen McMeel, second year student, School of Mechanical and Aerospace Engineering

Owen McMeel in India

Throughout my time at Queen's I have tried to enhance my skills outside my degree, increasing knowledge while also adding value to my CV through enterprising and volunteering activities. This experience has provided me with some incredible experiences, one of which was carrying out an internship with Infosys Technologies this summer in Bangalore, India.

This was the first year students from Queen's University could apply to the Infosys internship program, as Infosys have a select list of universities around the world from which they accept students. Luckily I got accepted on to one of their 8 week internships, working with the Business Platforms Unit (BIZP). Specifically I was working and developing a new human resources platform within BIZP.

Before I went to India I honestly had no idea what to expect - with not having Infosys alumni on our campus here in Belfast, I was taking a step into the unknown. But I am so glad I went for it!

On the Infosys campus in Bangalore alone there are 23,000 employees. They may not be well known here, but just ask someone who is from India do they know of them and I guarantee their reaction will be something like, "Wow, you worked with Infosys!". To give you some kind of gauge, one of their founders is most likely going to become the next President of India, Mr. Murthy. He is so highly respected it is expected he will run unchallenged.

On reflection on my summer experiences with Infosys, before I went to India I expected it to be work, work, work, living, eating and sleeping on campus beside my office. However, I could have not been further from the truth. Yes, granted interns work Monday to Friday 8.15 - 5.30, but it is at the weekends when the internship in India really becomes something exceptional. Every weekend interns on the campus arrange trips to other parts of the country. On campus at any one time, you could have anything from 20 – 100 fellow interns all of whom are in the same boat as yourself. So most Friday nights you get on a 'sleeper bus' off to another part of the country, travel there all weekend and be back in work on Monday morning. If I was to single out one specific thing about my internship with Infosys, if

someone said "what was the best part?",it would be the weekends spent travelling. Aside from the fact that while working with Infosys you get paid, travelling via trains and buses in India is cheap compared to here, so for a small budget you can see a vast amount of the country and experience many different cultures.

I would like to give you a short snapshot of some of the places I went and things I saw: I visited Delhi, New Delhi, Goa, Jaipur, Agra and Hampi. I saw the Taj Mahal in Agra and Lewis Hamilton in Bangalore. I met some life-long friends in the form of fellow interns and, better than anything, I have increased my knowledge and employability through the project I carried out with BIZP.

On reflection I would say to a student who does not know what to do next summer, go for it. Just do it. India really is incredible!!

QUB is on that list of prestigious universities who can apply - there are only 5 universities in the UK on this list. Students should go for it. I promise they will not regret it. For more information, my name is Owen McMeel, I am a student studying Product Design & Development at QUB and my email is omcmeel01@qub.ac.uk.

Queen's University Teaching Awards

In 2011, thirteen Teaching Awards, including five in the Student-nominated category, were awarded to colleagues from across the University.

The Teaching Awards scheme has four categories – the Student-nominated category and three self-nominated categories for Experienced Staff, Rising Stars and teams. The Student-nominated Teaching Awards are promoted to students by the Students' Union. Students can nominate a lecturer by e-mailing the Centre for Educational Development (CED) with a short paragraph outlining why they and their classmates (a minimum of four per nomination) believe their nominated lecturer deserves an Award. CED then contacts the lecturer, informs him or her of the nomination and invites them to put forward an application for consideration by the panel.

The 2012 Teaching Awards are now open and further information and application forms are available on the CED website at

http://www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/
PromotingGoodPractice/QUBTeachingAwards/

Details of the 2011 Award recipients and their accompanying citations are given below.

Student-nominated Category

Dr Elaine Farrell, School of History and Anthropology

This student-nominated award is given to Dr Elaine Farrell, a new lecturer who has thoughtfully and effectively redesigned a module to include a range of interactive teaching methods to actively engage students. She is commended for her use of innovative technology, the emphasis she places on employability, her introduction of peer-learning techniques and her responsiveness to student feedback to inform practice. Her students noted that, "The feedback we have received has been outstanding and innovative, making use of technology that students relate to."

Dr Joan Rahilly, School of English

This award is given to Dr Joan Rahilly, an experienced teacher who has developed effective methods for engaging students, enhancing student performance and equipping them for further study and employment. She is commended for her work on the peer mentoring programme and for providing detailed individualised feedback to students to improve their future learning. Her students noted that, "Those who have been lucky enough to be taught by Dr Rahilly have found her to be accommodating, friendly, extremely knowledgeable, and most importantly, an expert at helping others to feel inspired by learning."

Dr Tom Gardiner, School of Medicine, Dentistry and Biomedical Sciences

This award is given to Dr Tom Gardiner, an enthusiastic and student-centred teacher who has successfully introduced a number of effective strategies and interactive methods to engage students, stimulate deep learning and improve student attainment. Dr Gardiner is a reflective teacher who is very responsive to student feedback. His students commended his "enthusiasm and passion for our success that gives us all the confidence to work hard and achieve our full potential."

Dr David Bell, School of Medicine, Dentistry and Biomedical Sciences

This award is given to Dr David Bell, an enthusiastic and highly committed teacher who is providing a very supportive learning environment for his students. He has developed innovative approaches to teaching and robust methods of assessment and feedback which inspire students, foster active learning and provide learning activities relevant to their future careers. His students stated that, "The written and verbal coursework feedback was fair and constructive and helped us to recognise strengths and weaknesses in our work……he certainly deserves recognition for his first-class teaching."

David Marshall, School of Nursing and Midwifery

This award goes to David Marshall for his work on teaching Learning Disability Nursing. Mr Marshall is an inspirational teacher who has developed a range of highly effective techniques to engage students in large lectures. His approach enables him to impart knowledge in a creative, innovative and engaging manner which motivates his students and enhances their learning experience. His students commented that "The lectures were a perfect balance of being educational, thought provoking and fun." and "His lecture was one of the most inspiring that I have attended to date in Queen's and made me proud to be training to be a nurse."

Sustained Excellence category

Dr Isabel Torres, School of Modern Languages

This award for sustained excellence goes to Dr Isabel Torres, an experienced teacher who puts her students at the centre of an active and collaborative learning experience. She creates a stimulating and non-intimidating environment which helps students to develop confidence in and ownership of their learning experience, and supports students with differing learning needs to realise their potential.

Dr Brian Jack, School of Law

This award is given to Dr Brian Jack who has implemented, over the course of eleven years in higher education teaching, a series of steady improvements which have resulted in an impressive record of teaching achievement and improved student performance. He is responsive to feedback from his students and his methods for the promotion and enhancement of students' learning include the use of role-play, problem-based learning and the provision of feedback for learning.

Rising Stars

Dr Ian Sansom, School of English

This award goes to Dr Ian Sansom, who teaches creative writing. In direct response to student feedback, Dr Sansom has developed a unique programme of structured learning for teaching creative writing in a workshop environment. His innovative workshop model delivers an inspiring learning experience to his students, while providing them with important employability skills.

Dr Katherine Rogers, School of Nursing and Midwifery

This award is made to Dr Katherine Rogers who, in a relatively short time teaching in higher education, has implemented a wide range of teaching and assessment strategies to stimulate and inspire her students and encourage peer and independent learning. She has effectively used feedback from her students to make changes to her teaching and has been actively involved in the development of a range of learning and revision resources for student nurses.

Dr Franziska Schroeder, School of Creative Arts

This award goes to Dr Franziska Schroeder who teaches music for her innovative use of enquiry-based learning, peer and self assessment and new technologies for teaching and assessing students. Through her student-centred approach, which is informed by her own practice as a professional performer, she is providing her students with a rich learning experience that is active, interactive and challenging.

Excellence in Teaching or Learning Support by a Team

Paula Moran and team, Learning Development Service

This award is made for the Learning Development Service team's significant contribution to learning support, based on working collaboratively with students and helping them to become independent, confident learners. In particular, the team members are commended for their work on peer mentoring, the development of a comprehensive and flexible programme of academic-skills workshops and a range of student-focused paper-based and online resources, including online numeracy resources for nurses.

Dr Tess Maginess and Cathal McManus, School of Education

This award goes to Dr Tess Maginess and Cathal McManus, the Open Learning Team within the School. Their approachable teaching style has enabled them to develop valuable learning partnerships with a wide range of community organisations. Their work includes persuading 'hard-to-reach' learners of the benefits that education can offer them individually and the development of meaningful and empowering community learning projects.

Dr Gerry Gormley and team, School of Medicine, Dentistry and Biomedical Sciences

This award goes to a team in the Centre for Medical Education for the development and delivery of new integrated Objective Structured Clinical Examinations (OSCEs) which are fair, reliable and innovative and which enhance student development. By using various feedback processes, engaging students and integrating pedagogical evidence, the team has delivered quality, learner-centric OSCEs which have been recognised as best practice in the UK and Ireland.

National Student Survey 2011: The Results

By Susan Harte and Nuala Toman, Centre for Educational Development

Earlier in the year, over 3,000 final year Queen's undergraduates were targeted by the National Student Survey and over 2,000 of them took the opportunity to have their say about their time here. August saw the publication of the results and their analysis has probably dominated the agenda of senior committees, for the early part of the semester at least. We're putting in a huge amount of effort – how much progress are we making?

The NSS was established in 2005 by the UK higher education funding bodies and is conducted annually by the market research organisation Ipsos-MORI on their behalf. It is intended primarily to help prospective students decide which course they would like to follow and which university they would like to study at. At present the results are published on the Unistats website but from September 2012 they will also become part of the new, standardised "Key Information Sets" which institutions will be required to publish on their websites. They are also included in a number of national league tables including those published by The Sunday Times, The Times, The Guardian and The Complete University Guide published in association with The Independent.

The NSS questionnaire has a core set of 22 attitudinal questions, organised in seven sections, which cover the most important aspects of the student learning experience. Students give their response to each question on a Likert scale that offers the options: Definitely Agree; Mostly Agree; Neither Agree Nor Disagree; Mostly Disagree; Definitely Disagree: Not Applicable. These ratings are converted to number scores, with 5.0 being the highest score possible. Table 1 shows the University's performance since 2005.

In the Table, scores which are up on the previous year are shown in blue, scores which are down on the previous year are shown in grey. Apart from 2009, most of the blue shading is on the right of the table, and this is probably an indication that the University's procedures for responding to the results have evolved and become much more systematic and sophisticated. On the face of it, then, the scores are encouraging.

But other institutions are making progress too and in some cases making progress more quickly and the University's position within the sector and the Russell Group is slipping, by how much depends on what measure is used. Table 2 shows Russell Group performance compared with last year. Once again, scores which are up on the previous year are shown in blue, scores which are down on the previous year are shown in grey. Looking across rows, Bristol and Leeds show most improvement, with scores going up in all sections. Birmingham has lost most ground with three negative changes and no positive ones. Edinburgh and UCL both register only negative changes, albeit only one in each case. Looking down columns, while Queen's has improved its Assessment & Feedback score, so too have 13 other universities. Learning Resources is the area where scores are most likely to have gone down – Queen's is the institution showing the biggest improvement. Probably the most important column is Overall Satisfaction. Here 11 universities have improved their scores but Queen's is not one of them, despite its improvements.

TABLE 1 : NATIONAL STUDENT SURVEY: SCORES BY QUESTIONNAIRE SECTION, 2005 – 2011 UNIVERSITY OVERALL (FULL-TIME, FIRST DEGREE STUDENTS)

Scores which are up on the previous year are shown in blue.

Scores which are down on the previous year are shown in grey.

	2005	2006	2007	2008	2009	2010	2011
Teaching	4.0	4.0	4.0	4.1	4.0	4.1	4.1
Assessment & Feedback	3.4	3.4	3.4	3.4	3.4	3.5	3.6
Academic Support	3.8	3.8	3.8	3.9	3.8	3.9	3.9
Organisation & Management	4.0	4.0	4.0	4.0	3.9	3.9	4.0
Learning Resources	4.1	4.1	4.2	4.2	4.1	4.0	4.2
Personal Development	4.0	4.0	4.0	4.1	4.1	4.1	4.1
Overall Satisfaction	4.1	4.0	4.0	4.1	4.0	4.1	4.1

TABLE 2: NATIONAL STUDENT SURVEY, RUSSELL GROUP
CHANGES IN SCORES BY QUESTIONNAIRE SECTION, 2011 ON 2010
UNIVERSITY OVERALL (FULL-TIME, FIRST DEGREE STUDENTS)

Scores which are up on the previous year are shown in blue.

Scores which are down on the previous year are shown in grey.

	Teaching	Assessment & Feedback	Academic Support	Organisation & Management	Learning Resources	Personal Development.	Overall Satisfaction
Birmingham	0.0	0.0	-0.1	0.0	-0.1	0.0	-0.1
Bristol	0.1	0.2	0.2	0.1	0.1	0.1	0.2
Cambridge	0.0	0.1	0.1	0.0	0.0	0.1	0.1
Cardiff	0.0	0.1	0.0	0.0	-0.1	0.0	0.1
Edinburgh	0.0	0.0	0.0	0.0	-0.1	0.0	0.0
Glasgow	0.0	0.1	0.0	0.1	0.0	0.1	0.0
Imperial	0.0	0.1	0.1	0.0	0.0	0.0	0.1
KCL	0.0	0.0	0.1	0.1	0.1	0.0	0.1
Leeds	0.1	0.1	0.1	0.1	0.1	0.1	0.2
Liverpool	0.0	0.1	0.1	0.1	0.0	0.0	0.1
LSE	0.1	0.2	0.2	0.1	0.0	0.1	0.1
Manchester	0.1	0.2	0.1	0.1	0.0	0.1	0.1
Newcastle	0.0	0.1	0.1	0.1	0.0	0.0	0.1
Nottingham	0.1	0.1	0.0	-0.1	0.0	0.0	0.0
Oxford	0.0	0.1	0.0	0.1	0.0	0.0	0.0
Queen's	0.0	0.1	0.0	0.1	0.2	0.0	0.0
Sheffield	0.0	0.1	0.1	0.0	0.0	0.0	0.1
S'thampton	0.0	0.0	0.1	0.0	0.0	0.0	0.0
UCL	0.0	0.0	0.0	0.0	-0.1	0.0	0.0
Warwick	0.0	0.0	0.1	0.0	-0.1	0.0	0.0

This year, the University will continue to promote student engagement with the Survey. It will work with the Students' Union to develop a student-led education programme that will highlight its strengths and successes and help students develop a sense of pride in Queen's. Equally all staff need to develop a sense of pride and ownership. The University wants to promote clear managerial messages about the importance of the NSS so that all staff take responsibility for the results and developing the solutions needed for continued improvement.

Last year, specific actions were directed at the three generic areas which achieved an overall score of 4.0 or less: Assessment & Feedback, Organisation & Management, and Learning Resources. This approach worked and improvements were achieved in all three. This year, efforts will be concentrated on Academic Support and Assessment & Feedback.

There will be continued targeting of Schools or subject areas where progress is not being made quickly enough. Last year, all Schools were expected to develop action plans to tackle underperformance as part of Annual Programme Review. Schools or areas with particularly low performance had the implementation of their action plans overseen by the Dean. This work is ongoing and will be monitored by the Supporting Student Attainment Action Group. Where action is seen to have worked, the good practice will be disseminated.

It will establish student focus groups to explore key questions, in particular Overall Satisfaction. This is critical to the league tables but the score has remained at 4.1 for two years and is no higher than it was in 2005 even though most other scores have risen. A better understanding of students' thinking when they arrive at their judgements may help identify possible interventions.

Next August we will know if our efforts have paid off.

Weaving Arms, Ears and Practice: A Sound, Movement and Therapy Workshop in the Whitla Hall

By Lauren A. Guyer and Dr Jonathan Skinner

Over the summer, between Graduation and resits, the School of History and Anthropology hosted a Sound, Movement and Therapy Workshop in the Whitla Hall. This event was convened by social anthropologist Dr Jonathan Skinner, with the assistance of a new graduate student in Anthropology and dance teacher Lauren Guyer. The aims of the day were to bring together community practitioners and trainers, occupational therapists, QUB staff and students, and healthcare workers to explore best practice in practice-led sessions using movement and sound in the healing process. This was the second network and outreach day following 'Generation Dance', a showcasing of possibilities working with dance amongst the ageing population held in the Harty Room at Easter and sponsored by CARDI (Centre for Ageing Research and Development in Ireland).

Anthropology at Queen's has a strong applied and policy tradition, and has been influenced by ethnomusicologist John Blacking who was a founding Professor here. Uniquely comparative and participatory, anthropology in general, and anthropology with an arts health twist, is concerned with treating the body as a cultural artifact, a repository of knowledge to be tuned into. Music and dance are considered by many to be the oldest of expressive arts in human history; indeed, philosopher Maxine Sheets-Johnstone would go so far as to argue that sound and movement are the mother of all cognition. They are thus well suited for careful anthropological examination and application, especially in the realms of disability, social inclusion and patient wellbeing.

The day consisted of five sessions. Dr Jonathan Skinner opened the proceedings looking at how Merengue, the national dance of the Dominican Republic, a steady, rhythmical marching dance, could be used to develop mobility in those with restricted movement such as the elderly, or in developing rhythmic – and attention - skills in the young. The workshop continued with Lady Shruti Rana discussing and exemplifying Nada Vibronics, an Indian vibrational medicine using breath-induced sounds to connect energy through the body. The Whitla resonated to the sound of 'Om' as participants were shown how aches and illnesses are self-treated in India. Ms Lauren Guyer then completed the morning leading participants through sensory and response exercises developed from Laban dance improvisation: not just a technique for developing creativity and self-expression, applied dance improvisation can encourage social interaction and nonverbal communication in the traumatised or autistic; it can introduce order, sequence, body control to those with attention disorders or hyperactive/ aggressive issues; it can promote memory regain in stroke sufferers; and it can foster trust in the abused. After an intense morning where participants were given a variety of techniques and practices to inform their own work in the community, we broke for a brief lunch.

After lunch, participants were given a tour of Queen's new Movement Perception Laboratory in the Physical Education Centre. There, Professor Cathy Craig is leading an innovative team of post doctoral researchers who are using sound to aid physical movement therapy

in Parkinson's Disease sufferers. Physical movement such as gait can be 'sonified' and patients can be encouraged to recreate the sound in their movements. This was followed by a performance by Dr Jenny Elliott, Clifford and rehabilitation nurse Phil. They poignantly and powerfully illustrated the use of dance in rehabilitation work, and its ability to democratize patient-carer relationships. This work was followed by partnership exercises to explore dance relations from a 'wheelchair bound' perspective.

Further details and video clips of the exercises from the two interdisciplinary Arts Health and Anthropology workshops are available at:

www.dancebeyond.co.uk.

Contact Dr Jonathan Skinner to join our mailing list and to participate in future workshops. The next workshop will have a drama edge to it, and will be looking at the research and community practice interface.

email: j.skinner@qub.ac.uk

The day was a rewarding success. The Whitla Hall was filled with new sounds and new movements. Participants enhanced their professional practice and took back new skills and techniques. Connections were made between sound artists and movement workers across the healthcare world.

New Easy to Use Interface for Online Teaching and Learning

By Nicola Ellis, Information Services

The Queen's Online Virtual Learning Environment (VLE) has been upgraded, offering improved features and more efficient management of resources to help meet changing teaching and learning needs.

All existing VLE services have been retained, for example, module resources, student tracking, online discussions, wikis etc. The functionality of these services also remains the same, but there is now a new improved interface, which displays all relevant VLE tools in an easy to use ribbon. If you use Microsoft Office 2007 or 2010, you will already be familiar with using the ribbon in this type of interface.

The example below illustrates module resources, which is the primary working area for staff and students in the VLE. To facilitate making your teaching and learning resources available online, two tabs will appear (a Documents tab and a Library tab), enabling you to get quick and easy access to the main tools for creating new resources, uploading existing resources into your module etc.
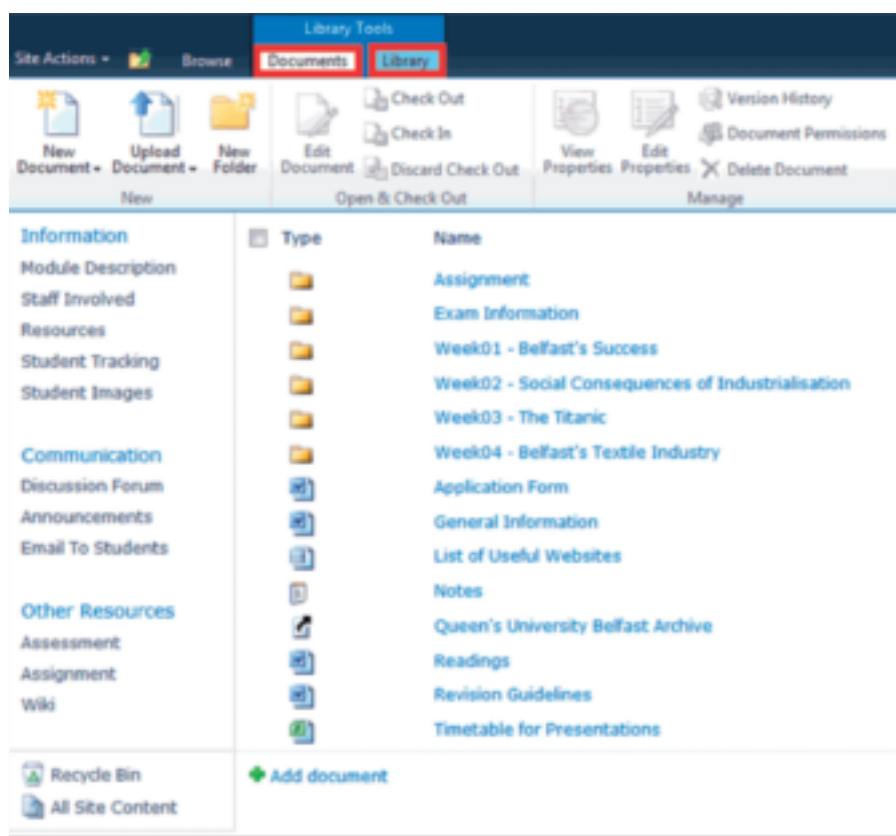
To support you in using the new interface, Information Services has created a useful step-by-step training guide, as well as a selection of online training videos and frequently asked questions. To access this support, visit the Information Services website (http://www.qub.ac.uk/is) under the heading 'Teaching'.

Note: Training courses are also available and these can be specifically tailored to meet your School's needs. Contact Gill Kelly (g.m.kelly@qub.ac.uk) in the Centre for Educational Development to discuss further.

2012 CED Conference: The Differentiated Experience of Taught Masters

The sixth annual one-day CED Conference will be held on 28 June 2012 on the theme: The Differentiated Experience of Taught Masters.

External speakers will include Dr Paul Bennett from the Higher Education Academy and Professor Sally Brown, freelance Consultant.

Paul is the Academic Lead for Surveys and Consultancy at the Higher Education Academy, where he leads the team responsible for delivering the national Postgraduate Taught Experience Survey (PTES) and the bi-annual Postgraduate Research Experience Survey (PRES). The team also works on analysis of the National Student Survey and provides resources, activities and consultancy around using survey data to enhance the learning experience for both undergraduates and postgraduates. Paul will set the scene by providing an overview of the national picture based on the findings from the PTES.

Sally is Emeritus Professor Leeds Metropolitan University, Adjunct Professor of the University of the Sunshine Coast, Queensland, Australia and freelance Consultant. She will present an interactive workshop on assessing students at Masters Level. This will be based on Sally's work on a £200k National Teaching Fellowship project on this subject. Sally has facilitated a range of workshops at Queen's and is always a very popular and practical speaker.

There will also be presentations from Richard Millen, Head of the Postgraduate Student Centre at Queen's, who will provide information on Queen's PTES results, as well as an 'academic showcase' involving colleagues from Schools within Queen's who will disseminate information on the ways in which they have been developing their programmes in order to enhance their Master's students' employability skills.

Further details will be available shortly on the CED website: http://www.qub.ac.uk/directorates/AcademicStudentAffairsCentreforEducationalDevelopment/

Professor Sally Brown

Guest Speaker Series - Semester 2, 2011-2012

Event: Engaging Students in Large Numbers
Presenters: Dr Brian Jack, Dr Tom Gardiner, David Marshall and Dr Katherine Rogers
Date, time and venue: 24 January 2012, 10 am – 1 pm, Canada Room/Council Chamber

Event: Citizenship and community engagement
Presenter: Dr Josephine Boland
Date, time and venue: 24 February 2012, 10 am – 1 pm, Canada Room/Council Chamber

Event: Curriculum Internationalisation: Opportunities and issues for Schools
Presenter: Various Queen's Speakers
Date, time and venue: 26 April 2012, 10.15 am – 12.30 pm, Canada Room/Council Chamber

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

Summary of CED Workshops - January – March 2012

JANUARY				
11	Jan	2012	Using Audio to Enhance Teaching and Learning (Podcast)	8 x 30 min periods over 8 weeks
18	Jan	2012	Exploring Online Learning (part 1)	2 pm – 5 pm
25	Jan	2012	An Introduction to Queen's Online for Learning and Teaching	2 pm – 5 pm
25	Jan	2012	Laboratory Demonstrating	2 pm – 5 pm
26	Jan	2012	Supporting Students with Asperger's Syndrome	2.30 – 4.30 pm
27	Jan	2012	Small Group Teaching	10 am – 1 pm
FEBRUARY				
1	Feb	2012	Exploring Online Learning (part 2)	2 pm – 5 pm
1	Feb	2012	Preparing and Giving Lectures – Part 1: Tips and Theory	2 pm – 5 pm
2	Feb	2012	Detecting and Preventing Plagiarism	2 pm – 5 pm
3	Feb	2012	Understanding and Supporting Students with Mental Health Problems	9.30 pm – 12.30 pm
8	Feb	2012	Preparing and Giving Lectures – Part 2: Practical session in small groups	2 pm – 5 pm
15	Feb	2012	Interactive PowerPoint Presentations	2 pm – 5 pm
22	Feb	2012	Using the TurnitinUK Originality Checking Software	2 pm – 4.30 pm
22	Feb	2012	Small Group Teaching	2 pm – 5 pm
27	Feb	2012	The Dyslexixc Student at University	2.30 – 4.30 pm
29	Feb	2012	Teaching with Emotional Intelligence	2 pm – 5 pm
MARCH				
1 + 2	Mar	2012	Mental Health First Aid	9.30 am – 4.30 pm
7	Mar	2012	Using Computer Assisted Assessment	9.30 am – 4.30 pm
14	Mar	2012	Module Design Part 1: Writing learning outcomes	2 pm – 5 pm
21	Mar	2012	Module Design Part 2: Assessment	2 pm – 5 pm
9	Mar	2012	Introduction to Assessment in Higher Education	2 pm – 5 pm
28	Mar	2012	Teaching Larger Classes	2 pm – 5 pm
28	Mar	2012	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