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.

In this issue, we lead with an article by Dr Kate Exley, an independent higher educational development consultant associated with the University of Nottingham. Dr Exley delivered a well-received keynote session on active and interactive teaching and learning at the CED conference in June 2013 and she provides many practical ideas and tips for involving students more actively both in lectures and small groups.

We report on the recent very positive Queen's National Student Survey results in an article by Pat McNally, and Dr Alex Buckley from the students' survey team in the Higher Education Academy (HEA) considers the development of a new national survey focusing on measuring student engagement with their university experience.

In 2013 Queen's was very fortunate to have a winner of a prestigious National Teaching Fellowship, Dr Tess Maginess from the School of Education, and we include Dr Maginess' thoughts and perspectives on winning this award. We also feature Queen's twelve 2013 Teaching Award winners and an article by Dr David Baume, who is the external assessor for the Queen's awards, on identifying excellence in teaching at Queen's.

Developments in the area of student placement opportunities are highlighted by Eimear Gallagher from Careers, Employability and Skills. There is also an update on the new eLearning phenomenon of Massive Open Online Courses (MOOCs), by Donna Hyland and Paddy Haughian, the eLearning developers in CED who are very involved in the development of MOOCs in Queen's, and a discussion of using blogging to enhance learning, based on work conducted by Dr Suzel Reily in the School of Creative Arts.

Contributing to the next *Reflections*

We would very much welcome contributions for our next issue of *Reflections* to be published in Spring 2014. 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*.

Encouraging Student Participation and Interaction

By Dr Kate Exley, Independent Higher Education Development Consultant

Dr Kate Exley led an interactive workshop on Encouraging Student Participation and Interaction at the CED conference in Queen's University on 28 June 2013.

I jumped in the taxi to take me back to the train station after a long but rewarding day teaching. The driver, a chatty young man originally from Afghanistan, kindly asked me about my day. When hearing I had been working at the University running an educational workshop his tone sharpened. It transpired he was a disenchanted Masters student who was struggling to make sense of his course experiences so far. `Do you think this is right - the teacher just gives us difficult questions and asks us to talk to each other and then the lesson is over and we have to write an essay?'. In the 4 minutes remaining of my journey I struggled to convince him of the merits of active learning and the fostering of independence and so spent my three hour train journey shaping the response that I wish I had made. So I challenge you - why is interaction so important for learning in your discipline?

I came up with the six reasons summarised in Table 1. but appreciate that context is key and will place a different emphasis on our individual rationales and positions. That said, knowing why we are asking students to participate and realising it helps enormously if

Dr Kate Exley

we can convince them of these merits too, is a good starting point.

At the CED conference I briefly commented that we can consider interaction from a whole curriculum design perspective and Problem Based Learning (PBL), Practical, Design and Laboratory courses and any kind of individual or group project modules would be appropriate to mention here. In addition, the developments in eLearning and Distance Learning are increasingly striving to include greater elements of interaction through the inclusion of discussion boards, requirements to blog or collectively add to and edit Wikis etc. However, my main preoccupation was to consider the ways that individual teachers could implement more student interaction within their existing classes and teaching sessions.

I also clarified my own interpretation of what interaction could `be' - using three categories, a) Task - learners independently interacting with tasks and resources, b) Peers - interacting with fellow learners and c) Teacher-

interaction between learners and teachers /facilitators. I also mentioned that teachers could encourage participation by affecting what students hear, see and most notably, what they are asked to do.

There are many techniques and methods that can be employed to foster student participation in class and I have explained a few in Table 2, but I believe the success of such techniques depends more on how they are introduced and managed in the lesson.

I have a few tips and suggestions here –

1. Be convinced yourself that this is the best way of using your contact time with your students and then introduce it with conviction.

2. Explain exactly what you want the students to do verbally and put the instructions on the board or a slide (or include them in their learning materials).

3. Concentrate on making it really easy to start for the students, e.g. write down three ideas, see what your neighbour thinks - any interesting similarities or differences. The first transition from being passive to active is the most challenging for both student and teacher.

4. Plan how you will get feedback after interactions (see Table 3 for some ideas).

5. Value what the students have just done and try to link and connect it back into the lecture as you continue.

This last point about embedding and valuing such interactions I think is key which raises the question – Does interaction and participation get valued or used in assessment too?

Considering this, we discussed ways in which students could be centrally involved in giving peer feedback to each other and self evaluating their work and that there was much to gain by involving students more in the assessment processes. This would help learners to gain a much better understanding of the important qualities and standards in a discipline. For example, students can participate in the negotiation of assessment criteria or design rubrics to judge presentations etc.

Finally, I shared an example of student involvement from Chemistry in which the students both set and answer each others' revision styled multiple choice questions on-line and provide feedback on wrong answers and on their experience of answering the questions, so that they can be improved (see Dr Kyle Galloway explain his approach further at **http://www.youtube.com/watch?v=2hfa2MMhe9U)**.

My own starting point had been, how does interaction support learning? – but what my conversations with colleagues at the CED conference convinced me of was that interaction worked both ways and also made teaching much more interesting and rewarding.

Table 1. Reasons for Interaction

Reason for Interaction	Examples of benefits
1. Developing core skills	Especially communication skills, group working and collaboration and learning how to learn and manage one's own learning.
2. Developing cognitive skills	Being able to use and apply ideas, concepts and knowledge. Learning how to critique and evaluate responses and strategies.
3. Peer learning	Sharing knowledge and experiences, listening and explaining, problem solving and debate. Challenge and collaboration and even being able to 'cover' more ground collectively.
4. Feedback to teachers	To tailor to students' needs, interests and abilities. To ascertain knowledge and skills gaps. To discover if they are learning what was intended and if the teaching is proving to be effective.
5. Experiencing	Learning by doing, hands-on learning. Developing techniques and understanding process. Learning in different environments, real or simulated.
6. Feedback to learners	Reflecting on and self-evaluating one's own learning. Checking understanding and appreciating knowledge or skills gaps. Seeing how others tackle problems and think about topics.

Table 2. Methods and Techniques to encourage Engagement

Method – Technique	Explanatory Notes
1. Buzz Groups	Set a question that has multiple answers. Students consider on their own and then discuss with a colleague.
2. Mini-Quiz	Set a small number of questions, students tackle them quickly individually or in a pair/group. Teacher gives or checks answers.
3. Jigsaw debates	Students are provided with different pieces of information which they have to share to fully explore the topic or solve the problem.
4. Student roles	Allocating different responsibilities to specific students. E.g. To be note-taker, chair, summariser etc Or to take different viewpoints and positions, e.g. the defendant, the prosecutor or the pros versus the cons etc.
5. Video clips	Before showing the clip give a set of questions to answer or things to look for in the clip – encourage some discussion with peers before feeding back responses.
6. Instant summaries	Can be used during as well as at the end of the session – "what are the three most important points discussed so far".
7. Interactive handout materials	Materials contain tasks or questions that the students complete during the class, e.g. plot the graph, calculate X, put in order of importance, translate, choose which etc.

Table 3. Hearing back from the students
Students are often too shy or intimidated to verbally report back in a large plenary group so here are a few ways that feedback can be encouraged.

Method – Technique	Explanatory Notes
Voting	Simply by raising hands, standing up or using differently coloured cards - but can also use technology and handsets here, to make the voting anonymous, if available.
Post-it notes or cards	Students can write their feedback and then either stick these up to be viewed by the class (small group) or passed around a larger group so that students read out another student's words.
Allocated spokes-people	Giving the job of reporting back to a confident student.
Being a 'roving reporter'	The teacher collects views whilst the students are working on the learning task, then reports on them whilst clearly acknowledging where the responses originated (thanking them).
Paper under the chair	Place a sheet of paper under every 6th chair. Ask the student who finds the paper to collect the views of those around him/her. Pass forward to the teacher who can read out some of the responses.

National Student Survey (NSS)

By Pat McNally, Careers, Employability and Skills

NSS 2013 Results

The NSS 2013 results for Queen's were the highest achieved so far by the University since the introduction of the survey in 2005. Significant improvements in student satisfaction scores across a wide range of subjects contributed to increases in the University's average scores in six areas: Teaching; Assessment and Feedback; Academic Support; Organisation and Management; Personal Development; and Overall Satisfaction. The highest scoring area was Teaching with a score of 91%, while the score for Overall Satisfaction increased by 3% to 90%. The only area of the survey where a decrease in score was recorded was in the relatively new question that focusses on Satisfaction with the Students' Union. While this score dropped by 2% to 80%, it is still considerably higher than the sector average of 71%.

The table shows the continued improvement in the University's NSS scores since 2011 and provides data for the top quartile, the sector average and the Northern Ireland average for 2013. Again, Queen's compares favourably with others in the HE sector.

Furthermore, when compared with the 24 Russell Group universities, Queen's is ranked as follows:

- 1st in Personal Development;
- 3rd with Glasgow and York in Teaching, just 2% behind Oxford, the sector leader;
- 3rd with Oxford in Assessment and Feedback, just 2% behind Exeter, the sector leader and 1% behind Cambridge;
- 4th with Sheffield and Newcastle in Learning Resources, 5% below Oxford;
- 4th with Durham, Newcastle and Sheffield for Overall Satisfaction with a score of 90%, just 2% below Cambridge, the sector leader;
- 4th for Satisfaction with the Students' Union;

National Student Survey 2013							
	Queen's University				All Institutions: 2013		
	2011	2012	**2013**	Rise /Fall	Top Quartile	Sector Average	NI Average[1]
Teaching	86	88	**91**	-	90	86	88
Assessment and Feedback	62	71	**73**	-	75	71	73
Academic Support	76	81	**83**	-	84	80	83
Organisation and Management	79	81	**83**	-	84	78	84
Learning Resources	86	90	**90**	-	86	84	89
Personal Development	82	84	**86**	-	82	82	86
Overall Satisfaction	83	87	**90**	-	90	86	89
Satisfaction with the Students' Union	N/A	82	**80**	-	71	67	71

- 6th for Academic Support with Sheffield;
- 9th for Organisation and Management with Cambridge, Warwick and York.

Preparations for the NSS 2014

The NSS 2014 will open to eligible students in Queen's on 13 January 2014 and close on 30 April. In 2013, the response rate was 72% and in 2014 we are aiming for a 75% response rate. Schools are encouraged to promote the survey with eligible students. The Students' Union will be supporting the marketing campaign across the University and taking the lead on social media communications with students. Schools will receive weekly updates on their response rates and this data will also be posted on the Students' Union website. Similar to previous years, students who complete the survey online will be entered into a prize draw with the chance to win an iPad mini.

http://www.hefce.ac.uk/whatwedo/lt/publicinfo/nationalstudentsurvey/

http://www.thestudentsurvey.com/faqs/faqs_1.html#.UosrHPdFAdU

For more information, please contact Pat McNally in Careers, Employability and Skills (pat.mcnally@qub.ac.uk)

[1] The Northern Ireland Average is calculated from results for Queen's University, St Mary's University College, Stranmillis University College and the University of Ulster. Open University results are aggregated and reported in the list of institutions in England.

Engagement for Enhancement: a UK pilot of the National Survey of Student Engagement

By Dr Alex Buckley, Student Surveys team, Higher Education Academy

Dr Alex Buckley

Student engagement has (relatively recently) become prominent in the UK, both as a policy priority and as a key feature of efforts to enhance learning and teaching. It was featured strongly in the English White Paper, *Students at the heart of the system*, and has been the focus of countless events, reports and initiatives; it is also now the focus of a new national Student Engagement Partnership Unit, hosted by the National Union of Students. The focus of this attention has largely been on empowering students to play a more central role in the decisions that affect them, whether through student representation, student involvement in curriculum design or students' unions.

This understanding of the phrase 'student engagement' is peculiar to the UK context. In other parts of the world – particularly North America and Australasia – student engagement is understood to be the amount, quality and type of effort and energy that students invest in their studies. This conception of engagement draws on a range of theories of student learning, including the importance of time on task, student involvement (Astin 1984), deep vs surface learning (Marton and Saljo 1976) and the seven "good practices in undergraduate education" (Chickering and Gamson 1987). This conception of engagement is not absent to the UK, but has become entwined with – and occasionally overshadowed by – the involvement of students in decision-making.

One of the key factors in the focus in other parts of the world on students' investment of effort and energy in their studies has been the success of a particular survey tool. The National Survey of Student Engagement (NSSE) measures students' participation in a range of educational activities, as well as their perceptions of how supportive and challenging their course and institution has been. NSSE is supported by a vast amount of research, and institutions have found it useful for informing efforts to improve student learning. The survey was developed in the US, and is now not only used by hundreds of US universities and colleges every year, but has been adapted for use in Australia, New Zealand, South Africa, China and the Republic of Ireland.

Up until now, the use of NSSE in the UK has been sporadic, with individual institutions acting largely in isolation. Following discussions with several institutions who were interested in using student engagement surveys, the Higher Education Academy co-ordinated a pilot of 14 questions from the NSSE. Nine institutions – including the universities of Oxford, Kingston, Warwick and South Wales – administered the questions in Spring/Summer 2013. As well as giving the participating institutions the opportunity to benchmark their results within the UK, we were also keen to explore how well the NSSE worked in the UK context.

The questions covered four areas:

- Critical thinking: Four questions asked students about the emphasis their coursework placed on a range of mental activities such as evaluating and applying information.

- Course challenge: Three questions focused on how their courses have encouraged them to work hard.

- Collaborative learning: Three questions asked students how often they had interacted with other students in a range of ways.

- Academic integration: Five questions explored students' interaction with academic staff, participation in class and discussions with others outside class.

In total, over 8500 undergraduate and taught postgraduate responses were collected. The results demonstrated that, broadly speaking, the questions worked well: they covered the four expected dimensions of engagement described above (critical thinking etc.), and the question groups were reliable. Qualitative testing of the questions was also performed by researchers from King's College London who undertook cognitive interviews with a range of students. This raised a number of points for consideration but was also broadly positive.

Differences were found between the responses of a number of different student groups. Taught postgraduates reported a lower frequency of being unprepared for class than undergraduate students. Male students felt that they explained things to their fellow students more often than female students. And full-time undergraduate students reported a greater frequency of discussions with academic staff about career plans as they progressed through their degree.

Many of the most striking findings were between different disciplines. Students studying STEM and health and social care subjects felt that their courses placed less emphasis on the evaluation and synthesis of information and ideas than arts and humanities and social sciences students. For example, 40% of respondents studying mathematical and computer sciences felt that there was very little emphasis in their courses on the evaluation of information, compared to less than 0.5% of historical and philosophical studies students (**see figure 1**).

N (creative arts and design) = 224, N (historical and philosophical studies) = 331, N (European language, literature and related subjects) = 399, N (linguistics, classics and related subjects) = 383, N (business and administrative studies) = 905, N (mathematical and computer sciences) = 630, N (subjects allied to medicine) = 664

Conversely, arts and humanities students felt that their courses did not emphasise the application of information. 18% of respondents studying European language, literature and related subjects felt that there

Figure 1: Comparison of selected disciplines for item 3 – 'During the current academic year, how much has your coursework emphasized evaluating a point of view, decision, or information source?'
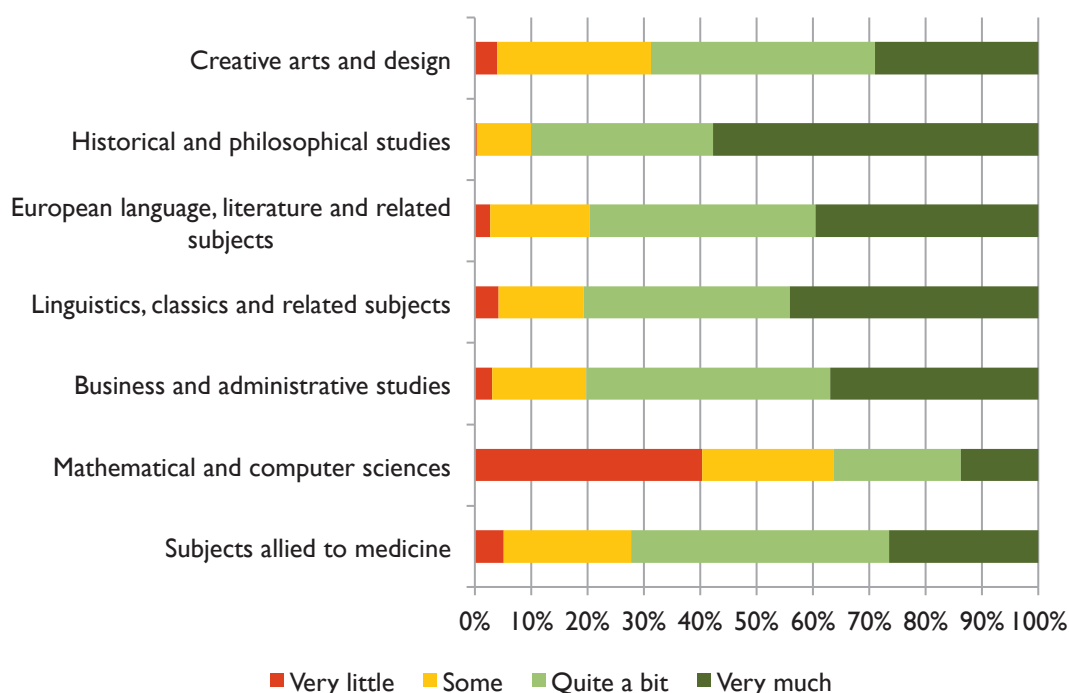
was very little focus in their courses on the application of information, compared to less than 5% of business and administrative studies students.

The statistical findings are only part of the picture. A set of case studies from the participating institutions have also been published, demonstrating and discussing the value of student engagement data for the enhancement of learning and teaching. And this year was only the first step; with only nine institutions participating, and none from Northern Ireland or Scotland, the results are only indicative of student engagement in the UK. In 2014 we will be running an expanded version of the project, with more institutions given the chance to participate.

This project has coincided with a full-scale review of the National Student Survey. It has often been suggested that engagement questions should be included in the NSS, in order to better reflect the reality of undergraduate study, and in order to provide more valid measures of educational quality. The timing was accidental, but we hope that the project has yielded timely evidence about the performance of the NSSE in the UK, the varying levels of engagement of different groups of students, and the usefulness of engagement data for improving student learning.

The full report, as well as the case studies and other supporting resources, are available at: **http://www. heacademy.ac.uk/resources/detail/nss/engagement_for_ enhancement**

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Chickering, A. and Gamson, Z. (1987) Seven principles for good practice in undergraduate education. AAHE Bulletin. March issue: 3-7.

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National Teaching Fellowship Scheme (NTFS)

By Tess Maginess, School of Education, National Teaching Fellow

Being awarded a National Teaching Fellowship has been one of the highlights of my career at Queen's. But what is a National Teaching Fellowship? Well, I did not know a great deal about it, but, thanks to Professor Ellen Douglas-Cowie, Linda Carey and Liz McDowell, I found out. The NTFS is hosted by the Higher Education Academy – a great organisation with loads of resources and some funding too. It is, apparently, the UK's most prestigious award for excellence in higher education teaching and support for learning. Some 55 awards are granted each year in the UK.

My own voyage of discovery began a few years ago when, encouraged by the then Head of School, Tony Gallagher, I put forward an application on behalf of the Open Learning team in the School of Education for the Times Higher Education Awards, under the contribution to the Community section. Much to our delight, we were shortlisted in recognition for the innovative work we were doing with adult learners, especially in developing education in the community projects with 'non-traditional' and 'hard-to-reach' learners. The University was very supportive because these kinds of projects were viewed as an important part of our Widening Participation agenda.

Being shortlisted gave us all a great boost and, importantly, offered a national validation of the work we were doing. It also gave us the spur to develop further projects, complementing our mainline Open Learning Programme. All of our work is in the field of adult education and each year, we offer hundreds of short courses to the community. These courses enskill participants in everything from how to do CPR to how to read a sonnet. They operate on the central principle that education should have as its purpose, after Sir Philip Sidney, to delight and to instruct. This is especially important for hard-to-reach learners who have often been left distinctly undelighted by their experiences of education. Over the years we built a whole array of partnership projects working with people with disabilities, working with women, working on difficult issues like mental health, the enskillment of carers, peacebuilding and leadership.

Encouraged by our success we made an application to the University's Teaching Awards Scheme in 2010. Only six people, two academics and four great support staff (some of them part-time), run the Open Learning Programme which attracts about 6,000 students each year. And then there are our education in the community projects, which take a lot of 'close work'. We were thrilled to win a Queen's Teaching Award – another great validation of what we were doing in what is sometimes regarded as a bit of a marginal area.

Following this, the then Head of School, John Gardner, encouraged me to go for a BERA-SAGE award and lo and behold, I won the Research Practitioner of the Year award in 2011, which recognised how evidence based work and innovative and committed teaching could be linked with research and publication.

And then I was encouraged to pitch for the NTFS. The way that works is that it is a two-stage process; you first have to produce an application that will meet the University's own competitive process, and if you are nominated, you then progress to a second stage where an independent evaluator/mentor assists you to sharpen and refine your application. To be honest, I really did think I was punching above my weight here, for I was competing with academics who were professors and research active lecturers and terribly distinguished academics nationally and internationally. I did not succeed the first time round, but I picked myself up and applied again the following year.

It is a lot of work. I would say that it is easily comparable to submitting a research paper for an international peer-reviewed journal. Draft after draft. And every step of the way, Linda, Liz and David Baume, the external mentor, were there to encourage, to be my 'critical friends', to wish me absolutely the best.

I was really thrilled to win. This year, I was the only person from Northern Ireland to gain a Fellowship. Well, what does it entail? The award carries a prize of £10,000 and, needless to relate, I have a few ideas about how to spend it. But, of course, I need to consult with my current Head of School, Professor Paul Connolly, who kindly wrote a supporting statement, to ensure that any new projects fit with the School's priorities.

But the award also entitles me to much else. I think, from the many communications from HEA and from other 'initiates' that the potential of and for 'fellowship' is really exciting and augurs a kind of solidarity through which dynamic and meaningful alliances and networks and partnerships can be woven through this Fellowship, which will benefit students, especially the hard-to-reach learners who have so much to teach us, and will benefit our School and our University.

And of this I am sure, that without the graciousness and rigorous support of the Open Learning students, the team, and those facilitating, inspiring Heads of School, over the years, there would have been no award nor even talk of one.

I will keep you posted.

Tess Maginess

Massive Open Online Courses (MOOCS)

By Donna Hyland and Paddy Haughian, Centre for Educational Development

In the last edition of Reflections, it was reported that Queen's was entering into a partnership with 12 Universities and FutureLearn to deliver the first UK-based MOOCs (Massive Open Online Courses). Since then, further Universities have joined the partnership and in October the first round of courses was announced. Queen's first course, from the School of Creative Arts, *Critical Listening for Studio Production* is due to begin on 13 January 2014.

The course has been developed in partnership with Chris Corrigan from SARC, Information Services and the Centre for Educational Development. The course trailer which was developed in Queen's, can be viewed on the FutureLearn course catalogue **www.futurelearn.com** and anyone can sign up to join the course for free. The trailer was designed to promote the course and to give interested learners a flavour of the unique features of studying at Queen's.

Two further courses are being launched in March and July 2014. They include *Identity, Conflict and Public Space: Contest and Transformation* from the Institute for the Study of Conflict Transformation, and *Social Justice and Global Food Security for a Sustainable Future* from the Institute of Global Food Security. Blogs from FutureLearn indicate a breadth of interest in the delivery of MOOCs, with participants coming from the UK and from more than 130 different countries including India, China, Australia, Russia and USA.

Whilst it remains too early to predict future trends, one interesting statistic suggests that at least 25% of learners are accessing the learning content from their smartphone or tablet. (**http://about.futurelearn.com/blog/the-first-weeks-stats/**) This is one of the key concepts of mobile learning which FutureLearn is hoping to promote through its platform. If you are interested in the progress of MOOCs you can follow us on Twitter @QUBMOOCs and Facebook (**https://www.facebook.com/QubMoocs**).

QUB Teaching Awards: identifying excellence at Queen's

By David Baume, PhD SFSEDA FHEA, External Assessor to the QUB Teaching Awards
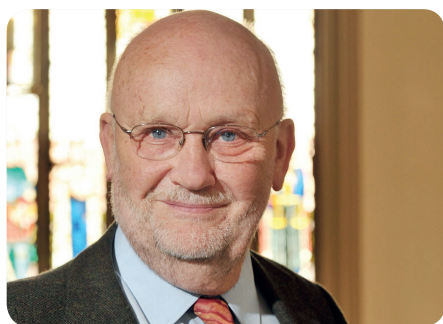
David Baume

Excellence in teaching?

"Excellence in teaching" may sound either too vague or too subjective a concept to make the basis of an award. In truth we know a good deal about what makes for excellent, effective teaching. The Teaching and Learning Research Programme (TLRP 2008) synthesised the work of many research projects into effective pedagogy. Earlier, and again based on a substantial literature review, Chickering and Gamson (1987) identified principles for effective undergraduate education.

Some common findings across these reviews, unremarkably enough, include the need:

- To treat learning as necessarily an active process;
- For high and explicit ambitions and expectations for students; and
- For continuing contact and cooperation among students.

Each of these findings, of course, needs to be interpreted and enacted to meet the particular needs of the discipline, the institution and the student.

Identifying excellence at Queen's - the learners' experience

Accepting that there are many dimensions of teaching excellence including and in addition to those suggested above, the Queen's Teaching Awards scheme, now in its 15th year, gives highest priority to 'promoting and enhancing the learners' experience'. As the external assessor for this scheme since 2010, I have been consistently impressed, not only by the quality of the successful applications, but also by their variety. Winning applications have embodied the principles offered above, and many other principles besides, and done so in ways rooted in the methods and nature of the discipline or profession being taught.

Perhaps most impressive of all in many applications has been a seeking out, taking seriously, and making changes in response to, feedback from students. This has not meant giving students everything they ask for. But when students make a reasoned case for a change to the pattern of course presentation, for different forms of feedback, or for different ways of working, then award winners have often met the requests. Both subsequent student feedback and subsequent student marks have vindicated these changes. More broadly, these improvements in student satisfaction and student learning have confirmed the great value of listening to students.

The Teaching Awards scheme listens to students in another way. The student-nominated category, introduced in 2010, has received a growing number of entries each year, with seven of the 12 Teaching Awards in 2013 made in the student-nominated category. The enthusiasm of the student nominations is impressive. So is the detailed analysis by students of what makes the nominated teacher excellent. Student nominations are much more than demonstrations of popularity.

Identifying excellence at Queen's - support for colleagues and influencing support for learning

The Queen's Teaching Award scheme recognises the limits to the effectiveness of individual excellence.

No truly excellent teacher is an island. Supporting, working with and influencing both immediate colleagues and then local, University and sometimes also national and international policy and strategy and practice are legitimate elements of Queen's account of excellence in teaching. We have seen some very impressive examples of support and influence.

Identifying excellence at Queen's - ongoing professional development

Excellence is not a permanent or a static quality. As the world changes around us, partly through our own efforts, an excellent teacher needs to continue to develop their knowledge and expertise, in their discipline or profession and in their teaching and learning. New staff, 'rising stars' as they are accurately described in the Teaching Awards scheme, report making powerful use of ideas and methods learned during the PGCHET. Applications for the 'sustained excellence' and 'team' awards, the other two categories of award, describe learning from their participation in workshops and courses.

These excellent teachers also greatly extend their understanding and their practice through taking part in research and development projects of all kinds. The award criteria of 'supporting colleagues and influencing support for learning' and 'ongoing professional development' thus sometimes blur. No matter. Learning as an active process, striving towards ambitious goals, and close collaboration with colleagues were reported at the start of this article as conditions for student learning. They are also conditions for learning by almost anyone in almost any role and at any stage of their career. We see them all, and much besides, in the work of excellent teachers at Queen's.

QUB Teaching Awards

In 2013, twelve Teaching Awards, including seven 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 Excellence in Teaching in a Team. 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 2014 Teaching Awards Scheme is 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 2013 Award recipients and their accompanying citations are given below.

Student-nominated Category

Dr Andrew Holmes, School of History and Anthropology

This Student-nominated Teaching Award is presented to Dr Andrew Holmes, School of History and Anthropology. Dr Holmes seeks out and makes thoughtful use of students' feedback to improve their learning experience, and has implemented an assessment model which provides students with individual feedback on essay drafts, leading to a clear improvement in performance. In their nominating statement, his students particularly commended him for being, *"an exemplary and inspirational lecturer and tutor …… he goes above and beyond, taking such interest in his students to the extent that advice is readily available for anyone at any time"*

David Grant, School of Creative Arts

This Student-nominated Teaching Award is presented to David Grant, School of Creative Arts. He has made changes to learning and teaching methods throughout the course to develop students' risk-taking capability and their ability to work independently and critically analyse the quality of their work. In their nominating statement, his students commented that *"David Grant has been a central figure in making life (and in particular Drama) at Queen's an unforgettable and thoroughly enjoyable experience where students feel relaxed as well as educated."*

Dr Brian Kelly, School of History and Anthropology

This Student-nominated Teaching Award is presented to Dr Brian Kelly, School of History and Anthropology, for an exemplary implementation of research-informed teaching. His students engage in independent research using primary resource materials accessible on his After Slavery website. In their nominating statement, his students commented that *"Dr Kelly's lectures and tutorials at both undergraduate and postgraduate level are consistently compelling and insightful. Moreover, he is a very approachable lecturer and is extremely generous with his time and knowledge."*

Dr Lezley-Anne Hanna, School of Pharmacy

This Student-nominated Teaching Award is presented to Dr Lezley-Anne Hanna, School of Pharmacy. Dr Hanna incorporates case-based and role-playing opportunities in her teaching of the ethical and technical dimensions of her subject, bringing in multi-agency working to enhance the student learning experience. She is commended for her provision of individual and detailed feedback to students and use of her own personal and professional experience to support her students' learning. In their nominating statement, her students commented that, *"Dr Hanna has been a truly inspirational figure within the MPharm degree. She has found the perfect balance between being a mentor to learn from, as well as a peer to confide in inside and out of class."*

Dr Donncha Hanna, School of Psychology

This Student-nominated Teaching Award is presented to Dr Donncha Hanna, School of Psychology, for his approach to teaching statistics that makes the learning accessible to all students. His use of real examples and data motivates students' interest. This, with his instant-feedback approach to assessment, promotes confidence in their ability to understand statistics. In their nominating statement, students commented that *"he manages to keep students motivated and interested, and breaks the subjects down so that they are not only comprehensible, but actually easy. He tailors his lectures so that we learn exactly what we need to know, makes it applicable to our courses, and is always very approachable."*

Professor Beverley Milton-Edwards, School of Politics, International Studies and Philosophy

This Student-nominated Teaching Award is presented to Professor Beverley Milton-Edwards, School of Politics, International Studies and Philosophy. Professor Milton-Edwards clearly articulates the meaning and purpose of her "critical pedagogy" learning approach and implements it in a way that develops active learners who feel empowered and acquire a range of skills for employment. In their nominating statement, her students commended her for *"her unique ability to combine authoritative academic standing with a genuine rapport with everyone she teaches."*

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

This Student-nominated Teaching Award is presented to Dr Gerry Gormley, School of Medicine, Dentistry and Biomedical Sciences. He is commended for actively seeking out and using student feedback through a variety of means to make improvements to the course and for the development of a rich, online simulated GP practice, 'St Elsewhere'. In their nominating statement, his students particularly commended him for *"his passion as a medical educator and as a dedicated GP……. Dr Gormley always makes time for us as a group of individuals and has shown a very genuine interest in our personal development as medical students but also in encouraging the work that we do outside our degree."*

Rising Stars Category

Dr Gascia Ouzounian, School of Creative Arts

This Teaching Award in the Rising Stars category is presented to Dr Gascia Ouzounian in the School of Creative Arts for the development of a rich, engaging learning experience in which students support and learn from one another. She provides opportunities for peer as well as extensive tutor feedback and her flexible assessment model allows students to work according to their personal strengths and interests.

Excellence in Teaching in a Team Category

Roisin O'Hare, Dr Joanne Brown, Kathryn King, Sara Laird, Janet Magee, Fionnuala McCullagh, Dr Roisin McNulty, Fiona O'Neill and Louise Shephard, School of Pharmacy

This Teaching Award is presented to a team in Pharmacy for the development of a thoughtful and carefully planned hospital placement programme. This programme incorporates experiential learning and an assessment approach which build students' confidence in their ability to make the best decisions for their patients. The team is commended for seeking out and implementing ways to improve the student experience and for the development of Observed Structured Clinical Examinations (OSCE) to assess student learning.

Dr Olwen Purdue, Dr Marie Coleman and Dr Patrick Fitzgerald, School of History and Anthropology

This Teaching Award is presented to a team in the School of History and Anthropology for their measured, thoughtful approach to providing a highly effective practical learning experience through the Public History Internship MA module. This module exposes their students to a wide range of historical evidence and implements innovative assessment methods, including the transcription of a letter collection for the Irish Emigration Database and using art to empathise with historic migrants. The team members are exemplary in their approach to listening and responding to student feedback to develop the module.

Dr Maurice Hall, Johanne Barry, Alison Buchanan, Dr Lezley-Anne Hanna and Fiona Hughes, School of Pharmacy

This Teaching Award is presented to a team in the School of Pharmacy for the development of the Level 3 Proprietary Dispensing module which provides their students with the opportunity to practice the clinical and transferable skills needed for a career in Pharmacy. This approach incorporates role-play in a simulated pharmacy with up-to-date resources and extensive feedback which enables the students' learning to be as valid and authentic to practice as possible.

Lisa Burns and Jill McGrath, Placement Office, School of Management

This Teaching Award is presented to a team from the Placement Office in the School of Management for the development of a mature, thorough Placement Learning module which incorporates a wide range of good practice. The recipients are extremely supportive of their students and facilitate their development of important employability skills. They actively seek out and respond to student feedback to improve the module, and receive excellent feedback from employers.

Placement Learning Team at Queen's: providing opportunities for students to showcase their qualities and potential for employers and others

By Eimear Gallagher, Careers, Employability and Skills

The Placement Learning Team within Careers, Employability and Skills (CES) was formed just over two years ago. The team aims to bring together a variety of study and work-related experiential activities and seeks to create synergies between local, national and international partners and support Queen's students in making the most of their opportunities to enhance their employability.

The variety of extra-curricular career development opportunities for Queen's students expanded significantly since the introduction of Degree Plus in 2008. Table 1 outlines the most popular extra-curricular programmes for current students.

Table 1

Programme	Description	When?
City Study Tours	Week long city study visits to London focusing on law and finance careers	Autumn and Spring Semesters
Insight into Management	Nationally recognised management skills programme valued by graduate recruiters	During the Easter break
Frontrunner	3 day leadership programme, specifically designed for AHSS students who have not previously participated in careers programmes	During the January inter-semester break
Queen's Employability and Skills Award (QESA)	Provides accreditation for work experience. 200 hours required	Throughout the academic year
Skills for Success	Understanding skills in the workplace context	Autumn and Spring Semesters
Brussels (Careers in Europe) Tour	To promote the aspiration of living and working at the heart of Europe. 4 day schedule in Brussels	Spring Semester
Career Mentoring	Puts able and ambitious students in touch with a graduate who has already been successful in the student's field of interest.	Throughout the academic year

Career Development Programmes at Queen's: Did you know?

Leadership within the Northern Ireland Economy	• 80% of Northern Ireland's top 100 companies have Queen's graduates in senior leadership roles.
Engagement with employers	• **Queen's Careers Service has ongoing contact with over 2800 local, national and international employers.**
Students on international placement in 2012-13	• 663 students gained overseas study or work experience during 2012-2013.
Students on central programmes	• 1849 students engaged in centrally supported employability programmes during 2012-2013.
Study tours	• 72 students participated in one of 3 Study tours (London Law, London Finance, Brussels - Careers in Europe) involving 35 organisations including NGOs, EU Institutions and multi-nationals.
Number of community and voluntary sector projects completed	• Over 100 students completed 65 research projects for the Community and voluntary sector organisations.
Alumni and Career Mentoring	• 50 students engaged with Alumni Career mentoring during 2012-2013.

If you are interested in any of the activities (on page 14) or would like to have them promoted to students, please feel free to contact us on **placementlearning@qub.ac.uk** or contact Careers, Employability & Skills.

However, the Placement Learning Team does much more than offer extracurricular career development programmes. It also manages and promotes a variety of opportunities for Queen's students to engage in significant life-changing experiences, such as international work and study experiences through Erasmus, Study USA/China/India and Community based projects through Science Shop. During the last academic year, over 250 of our students engaged in study or work placements through the Erasmus and Study USA programmes. Among these were the Erasmus 2013 Essay competition and Study USA Student of the Year prize winners, Lucy Trotter and Ellen Cameron.

Lucy Trotter, Study USA student

Lucy Trotter (front) with Stephen Farry and other Study USA students
(Photograph courtesy of ©Pacemaker)

Lucy Trotter is a BSc Geography student at Queen's. She was one of 72 students on the British Council's Study USA programme last year. Based at Arcadia University, Pennsylvania Lucy studied business modules and achieved the highest possible Grade Point Average. As a result she was invited to enter the British Council's essay competition, where she won First Prize and was named the "Study USA Student of the Year". Lucy says:

"I had always known that I would want to add the international aspect to my degree. I spoke with the Study Abroad Co-ordinator in GAP (Carl Griffin) and he talked through my options. I decided that in addition to internationalising my degree, I could add another dimension to it through learning a new subject area. I am so pleased that the School of Geography, Archaeology and Palaeoecology chose to promote the scheme; it was such an amazing opportunity to study a subject beyond the realms of my degree speciality."

In terms of the competition, Lucy added,

"The essay was about how the Study USA programme helped my employability, which I found quite easy to write, as it was a fantastic experience and it has helped me in a number of different ways. For example I will be able to show future employers that I can adapt to new situations and structures and quickly pick up new skills, as I demonstrated in studying in a different discipline for the first time."

Ellen Cameron – Erasmus Prize Winner 2013

Ellen Cameron is studying for a BA in Spanish and Portuguese Studies in the School of Modern Languages. She won the British Council "Your Story" Essay prize 2013. In her essay, Ellen wrote:

"Through Erasmus and my time away I feel that I have experienced life outside of the bubble in which I lived; my horizons are continually expanding. When you go on an Erasmus adventure, you don't just discover the country you move to, but that of each of the rest of your Erasmus group. It is the fusion of culture. It is celebrating Pancake Tuesday with your Mexican housemates. It is being taught Brazilian recipes in your Romanian friends' flat. It is joining the Spanish to support an Australian friend at a basketball league match. One of the best quotations I have heard this last year is that 'the limits of your language are the limits of your world'. The borders of my country are no longer the limits of my world either."

Where a student is considering undertaking an Erasmus programme in the future, Ellen also adds a few words of advice:

"…for any student, and especially language students, … take an active role in deciding where you want to go and what you want to do. Do a bit of research on the area and make sure it meets all your requirements - good transport links if you want to travel, organisations that you can get involved in, etc. because you have the potential to go any place you want. Don't waste that opportunity."

Results of the Work Placement and Work-related Learning Audit, 2012-2013

By Eimear Gallagher, Careers, Employability and Skills

The Placement Learning Team within Careers, Employability and Skills conducted the first University-wide Work-Related Learning Audit for over ten years during the 2012-2013 academic year. The audit was conducted with support from Academic Affairs. It identified, collated and analysed all currently existing records of participation by Queen's students in opportunities for work-placement, work–related learning or international experiences. This revealed that there are almost 2000 programme-driven work placement opportunities supported by Schools with a further 2000+ activities being centrally supported.

The key points to emerge from the audit were:

- There were over 4000 opportunities for work-placement, work–related learning or international experiences taken up by Queen's students during the last academic year, almost 2000 were programme-driven and over 2000 were centrally supported extra-curricular work-related learning and international opportunities (largely offered and accredited through Degree Plus).

- Among the programme-driven work placements were a small but significant number of opportunities being offered by Schools that have not traditionally offered placements e.g. the School of English.

- The audit highlighted the existence of other relevant activities in which it is likely that Queen's students are getting involved. These are outside the offering of the University and it much more difficult to quantify the numbers participating on an annual basis. These are self-organised work-placement and work-related learning opportunities offered by external organisations such as Engineers without Borders, Students working Overseas Trust and Camp America.

The following table summarises the number of opportunities that are programme-driven, centrally supported or a combination of both.

Type of Opportunity	Numbers 2012-2013
Programme-driven placement opportunities (Placement)	1852
Programme-driven international opportunities	531
Programme –related opportunities (Science Shop)	150
Centrally supported work-related learning opportunities	2049+
Centrally supported international opportunities	155+

The audit also looked at the student uptake of international opportunities. The Exchange and Study Abroad Team (which includes Erasmus support) reported 531 Queen's students having gone to a European or other University Exchange partner during the last academic year. In addition to this, the audit was able to identify over 155 other examples of Queen's students taking up an opportunity to work or study abroad as an extra-curricular activity. Examples of main opportunities taken up are shown below. These include some paid vacation placements for undergraduates in STEM subjects through IAESTE, Infosys summer placements in India and BUNAC.

Example Programme	Number 2012-2013
Not Part of Degree	
BUNAC (British Universities North America Club)	34
Study USA/China or India: Study USA is the most popular of these and involves12 months in USA to study business at a college	48
Thailand Teaching Assistants	1
Project Children Outgoing Work Placements (Summer working in the US)	15
IAESTE Outgoing Work Placements (Paid vacation placement for undergraduates in science, engineering and technology)	20
Washington Ireland Outgoing Placements	7
Infosys (Summer Placement in India)	4
Engineers Without Borders	Figure not available

If you are interested in finding out more information about the audit, including a breakdown of the statistics for your School or relevant extra-curricular experiences, please email placementlearning@qub.ac.uk or contact Careers, Employability & Skills at the Student Guidance Centre.

Using blogs as student learning journals

By Dr Suzel Reily, School of Creative Arts

Brendan Parke (Level 3) busking with friends from the Stranmillis Folk Society

The Module

The module Local Musicking is a new module that ran for the first time in semester 2 of 2012/13. It is a research-led module that explores local, amateur, community music-making through a series of cross-cultural case studies (church and community choirs, brass bands, youth garage bands, drum circles and percussion ensembles among others). There are versions of the module available to students at Stages 2 and 3.

The course is organised into a series of weekly topics in which theoretical discussions are complemented by practical experiences of community musicking and the documentation of local musical ensembles. Each week, there is a focus on a particular theme, for example, 'Musical Communities of Practice (Community Choirs)' and students are expected to complete the recommended readings on the theme and attend two lectures before completing a Learning Journal exercise on the blog. In tandem with this, students should also join a community performance ensemble for the duration of the module and keep weekly field notes relating to the activities of the group on the blog.

There is no summative test on the module and assessment is based on a record of student learning and reflection maintained as a blog. As the diagram indicates, there are two main strands to the assessment structure. One examines understanding of the theoretical discussions in the set readings and the other a practical understanding of how musical performance can contribute to the development of ethnomusicological thinking.

For example, after attending weekly lectures and reading the recommended texts, each student writes a short 300-500 word essay on the theme or issue of the week. Based on my comments, students are encouraged to revise their entries prior to the final assessment. This process is repeated each week with 40% of the available module marks allocated for the collection of 11 student pieces.

For the practical assessment strand, students are expected to keep weekly field notes of their experiences in a community performance group, for which 10% of module marks is available, and complete a 1500 word extended report close to th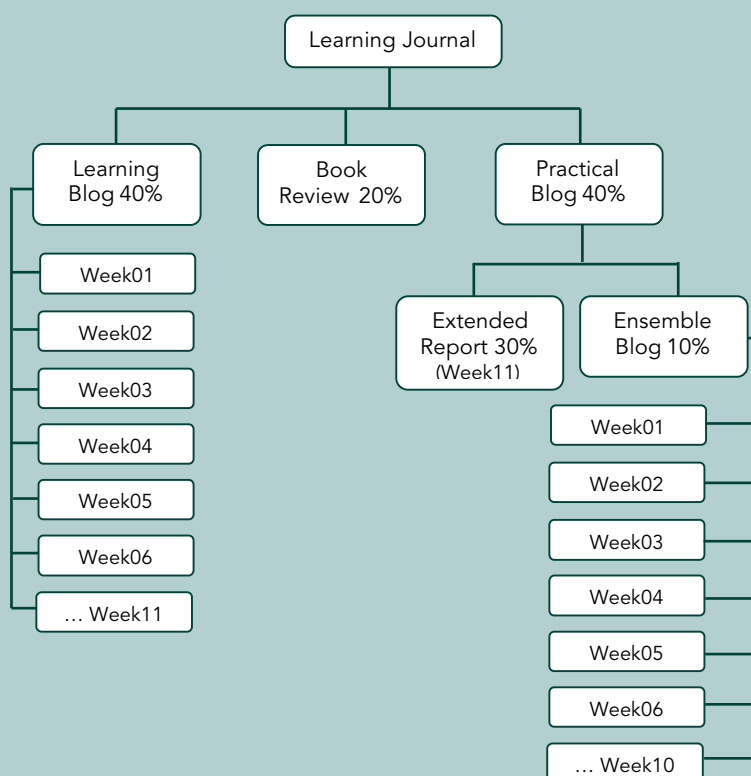e end of semester for 30% of module marks. A 1000 word book review worth 20% is also required to be submitted around the mid-point of the semester.

ICT Element

The embedding of ICT to the module was borne out of a necessity to provide visibility of student work in a manner which allowed me to monitor individual progress and provide continuous feedback. In previous modules with Learning Journals I had found that, while this mode of assessment is a valuable means of encouraging students to keep up with the reading and monitor their own learning, the provision of continuous feedback can be problematic, particularly in modules with large enrolments, given the number of documents involved.

I decided to incorporate the use of 'blogs' to help address some of these problems. Blogs or 'web-logs'

Assessment Structure

```
                    Learning Journal
        ┌──────────────────┼──────────────────┐
   Learning           Book              Practical
   Blog 40%          Review 20%         Blog 40%
      │                              ┌──────┴──────┐
   Week01                      Extended       Ensemble
      │                        Report 30%      Blog 10%
   Week02                      (Week11)           │
      │                                        Week01
   Week03                                         │
      │                                        Week02
   Week04                                         │
      │                                        Week03
   Week05                                         │
      │                                        Week04
   Week06                                         │
      │                                        Week05
   … Week11                                       │
                                               Week06
                                                  │
                                             … Week10
```

are online journals where an author can publish a series of editable entries incorporating text, graphics and other digital media on which a reader can comment. The use of a blog to host student Learning Journals has a number of advantages in this context. It acts as a central repository for student submissions which is easily accessible by both student and lecturer. The lecturer can access the blogs regularly and keep track of student engagement with the module. As comments are linked to each submission, it is easy to observe how they are being acted upon.

Incentives to Innovate

The main reason for experimenting with blogs was that it seemed to be an effective means for the presentation of Learning Journals, but it could also provide a platform for keeping 'field notes', a central methodology in ethnomusicological research. Alongside research training, blogging contributes to the development of a valuable transferable skill in a world in which the internet is part of everyday life.

Support

One of the main developments in the University which has made this mode of learning and assessment possible has been the creation of blogs.qub.ac.uk, which uses the WordPress template. The technical support team at Information Services creates the sites for each student. The lecturer can be made a co-administrator for the site with each student so that it can be set up in accordance with the needs of the module. In this case it involved preparing a page for the Learning Blog, the Book Report, the Ensemble Blog and the Ensemble Report, all placed under password protection so they could only be viewed by the student, myself and the examiners.

Evaluation

Initial evaluations were very positive (4.1) and the module finished with 12 students in a cohort of 32 performing in the First Class boundary classification. One factor contributing to this was that students were required to work steadily over the course of the semester by writing something every week. The advantages of this were clear to many of the students, as demonstrated by comments they made in their module evaluation forms when asked to identify elements of 'good practice':

"Spreading the workload across the semester rather than lumping it all together into one piece of work or exam."

"Use of Learning Journal helps avoid accumulating material to cover later in the semester."

"A chance to improve your work through on-line technique."

"Emphasis on week to week assignment; gradual workload; good breakdown of module requirements."

"The module was interesting and I really liked the way it was assessed."

"Good assessment – better than having an exam."

But one student had this to say: "I didn't like the system of examination. I would have preferred a more topical essay and exam style module."

Benefits

There are a number of obvious benefits to the system including:

All student work is stored in the one place, making it easier to track the process of learning. Added to this is that every interaction with the work including the original submission, the lecturer's feedback and student response to feedback is stored and date stamped. This helps students to see the continuity and progress in their work over the course of the semester and also allows them the opportunity to include other media with their submissions via embedded clips from YouTube or other Internet sites. The system also helps to reduce the amount of administrative work involved in collecting and stamping student submissions.

Effects of Embedding Blogs

I found that I got to know individual students right from the onset of the semester. Many of them chose to follow local musical ensembles with which they had some prior familiarity, so their blogs revealed aspects of their musical lives. As the semester progressed I could draw on this information to provide examples in lectures and also turn to specific students to further elaborate the point in relation to their experiences. This created a dynamic class environment, despite the size of the group. Indeed, this too received comment in many student module evaluations.

The shift to blog sites allowed for the construction of a module structured around the underlying theoretical model underpinning the module itself: the theory of 'communities of practice', which is premised on the notion that learning takes place

Belfast Community Gospel Choir

through practice. By asking students to produce two entries each week – the first calling for explications of course readings and the second that links these readings and lecture material to experiences with local musicians – students gained a fuller understanding of how ethnomusicological knowledge is generated, but they also acquired a more critical gaze upon their everyday musical activities.

Alongside the discipline-specific developments, the students gained confidence in the use of ICT, encouraging them to explore other fields. For instance, some students created elaborate personal profiles on their sites.

Looking Forward

Blogs are very versatile platforms that accommodate a range of different uses in teaching and learning. The weekly journal model used in this module is only one possible alternative. Given that the way it was used allowed students to revise their entries, the assessment process for the lecturer can be very labour-intensive. It may, therefore, be more appropriate for modules with more a manageable enrolment. Level 3 students were more able to cope with the blog structure than Level 2 students. They found it difficult to keep up with both a Learning Journal and Field Notes. Should the module be offered to both Levels again, Level 2 students will be instructed to conclude each entry of their Learning Journal with a paragraph indicating how the issues in the reading might be related to their observations of their ensemble.

Anyone interested in looking at some of the student blogs, contact Suzel A Reily (**s.reily@qub.ac.uk**).

All Ireland Journal of Teaching and Learning in Higher Education
Call for Papers

AISHE-J is an **open-access**, **peer-reviewed**, journal of scholarly research into Teaching and Learning in Higher Education. It welcomes the submission of manuscripts presenting original scholarly work or commentary on any aspect of teaching and learning in higher education in Ireland and worldwide. Assessment, curriculum and instructional design, e-learning and adapting to change are just some of the areas that have been represented in the journal to date.   In all cases, we value an emphasis on reflection and evaluation of projects and activities described.

If you are interested in submitting a paper to the All Ireland Journal of Teaching and Learning in Higher Education (AISHE-J) you can find out more about us at **http://ojs.aishe.org/index.php/aishe-j/about**. This page will also give you the link to register with the journal and the link for online submissions. The journal itself is available online and is free to download and use at the following address: **http://ojs.aishe.org/index.php/aishe-j/index** under creative commons licensing.

There are three issues of AISHE-J per year with indicative submission dates as follows:

Publication date	Indicative Submission Date
February 28	November 30
June 30	March 31
October 31	July 31

If you have any questions feel free to send an email to the Editor at **SP.Magennis@nuim.ie** and we will do our best to assist you.

CED Conference 2014
Assessment and Feedback: a road to success

The CED 7th annual conference will take place on Thursday 26th June 2014 in the Lanyon Building. This year's theme is *Assessment and Feedback: a road to success* and the day will consider a range of questions, including:

- How can we make our feedback more effective and accessible for students?
- What sort of skills, materials and information do students need to make use of feedback? When?
- Which common practices and standards should we be seeking to adopt in the assessment and feedback process?
- What sort of efficiencies can we bring to assessment and feedback?
- How can we assess to develop student employability?
- How can we develop more authentic assessment?

We are pleased to have yet another distinguished speaker from the ASKe Pedagogy Research Centre at Oxford Brookes University joining us this year. Our morning keynote speaker, Professor Margaret Price, NTF, has researched and published in the area of assessment and feedback over the past two decades. Her work has considered both assessment standards and assessment literacies. More recently, she has turned her attention to how we can make feedback more effective for students and this has included publications on reconceptualising feedback in Higher Education.

Professor Price's session will be followed by an opportunity to catch up with developments in Queen's own Jisc-funded e-AFFECT Project (Assessment and Feedback for Effective Course Transformations). This will include a synthesis of the project findings and a poster session - a chance to hear first-hand from academics involved in Phases 1 and 2, over lunch in the Great Hall.

Richard Osborne will lead the afternoon session. He is Project Manager of the University of Exeter's Jisc-funded, COLLABORATE Project. COLLABORATE set out to *"work with employers and students to design assessment enhanced by the use of digital technologies"*. Taking employability as its *"driver"* and assessment as its *"vehicle"*, it sought to embed more authentic assessment into the curriculum. The project developed the *"Dimensions model"* for work-integrated assessment; this considers a range of aspects of assessing tasks situated in an employment context alongside the demands of traditional academic assessment. It also looked at student digital literacies, developing a student *"iTest"* and considered the supportive use of indigenous and *"off the shelf"* technologies with its *"Technology Top Trumps"* cards. Richard is an engaging speaker who won this year's Best Research Paper award at altc2013.

Details of how to register for this event will be widely advertised in the new year.

CED Guest Speaker Series – Semester 2, 2013-2014

Event: **Refreshing and Renewing the Curriculum**
Presenter: Professor Mick Healey, Independent Consultant and Researcher
Date, time and venue: 30 January 2014, 9:30 am – 12 noon, Canada Room/Council Chamber

Event: **Rethinking the Undergraduate Dissertation: avoiding throwing the baby out with the bathwater**
Presenter: Professor Mick Healey, Independent Consultant and Researcher
Date, time and venue: 30 January 2014, 12.45 pm – 3.45 pm, Canada Room/Council Chamber

Event: **Flipping the Teaching**
Presenters: Dr Simon Lancaster, University of East Anglia
Date, time and venue: 27 March 2014, 10 am - 1 pm, Canada Room/Council Chamber

Event: **Developing online learning: from e-Learning to MOOCs**
Presenter: Dr Jen Ross, Programme Director of the online MSc in Digital Education
Date, time and venue: 14 May 2014, 10 am - 1 pm, Canada Room/Council Chamber

Details of the above events will be available in due course on the CED website at **www.qub.ac.uk/ced**

CED Workshops - January – March 2014
Further course information and registration details are available at **www.qub.ac.uk/ced**

JANUARY				
8	Jan	2014	Using Technology to Enhance Teaching and Learning	2 pm – 5pm
15	Jan	2014	Experiencing and Facilitating Online Learning (part 1)	2 pm – 5 pm
22	Jan	2014	An Introduction to Queen's Online for Learning and Teaching	2 pm – 5 pm
22	Jan	2014	Laboratory Demonstrating	2 pm – 5 pm
24	Jan	2014	Small Group Teaching	10 am – 1 pm
27	Jan	2014	Supporting Students with Asperger's Syndrome	2.30 – 5 pm
29	Jan	2014	Preparing and Giving Lectures – Part 1: Tips and Theory	2 pm – 5 pm
30	Jan	2014	Experiencing and Facilitating Online Learning (part 2)	2 pm – 5 pm
FEBRUARY				
5	Feb	2014	Preparing and Giving Lectures – Part 2: Practical session in small groups	2 pm – 5 pm
5	Feb	2014	Screencasts for Instruction and Feedback	2 pm – 5 pm
12	Feb	2014	Teaching with Emotional Intelligence	2 pm – 5 pm
12	Feb	2014	Interactive PowerPoint Presentations	2 pm – 5 pm
19	Feb	2014	Small Group Teaching	2 pm – 5 pm
26	Feb	2014	Using the TurnitinUK Originality Checking Software	2 pm – 4.30 pm
MARCH				
5	Mar	2014	Engaging Students in Assessment and Feedback	2 pm – 5 pm
5	Mar	2014	Using Computer Assisted Assessment	9.30 am – 4.30 pm
19	Mar	2014	Creating Interactive Learning Resources Using Excel 2010	2 pm – 5 pm
19	Mar	2014	Teaching Larger Classes	2 pm – 4.30 pm
26	Mar	2014	Using the Personal Response System in your Classes	2 pm – 5 pm