Queen's University Belfast

REFLECTIONS

About *Reflections*

Welcome to the first in a new series of *Reflections*, the newsletter which focuses on teaching, learning and assessment in Queen's and more generally in higher education. *Reflections* is published once a semester by the newly formed **Centre for Educational Development**, which is an amalgamation of CELT, the ETU and some staff from the STDU. *(More details of our expanded remit are on page 2).*

Reflections is a vehicle for members of staff to discuss new approaches to teaching and supporting learning. In this first issue we feature articles on **Critical Pedagogy** from our National Teaching Fellowship winner, Dr Beverley Milton-Edwards in the School of Politics, International Studies and Philosophy, and on **Information Literacy**, from Clive Cochrane in the School of Management and Economics.

Reflections will also provide news and updates on learning and teaching events and initiatives within Queen's. In this issue we announce the five University Teaching Award winners for 2005 *(please see page 5)*.

Contributing to the next *Reflections*

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

Articles on an aspect of teaching and learning or student support (generally 500 - 750 words);

Shorter "newsflash" items, e.g. reporting on a recent event or advertising a new venture or up-coming event (100 -200 words);

Brief synopses of recent interesting articles on teaching and learning from the educational literature (100 – 200 words);

Letters or 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 Liz McDowell (e.mcdowell@qub.ac.uk), Centre for Educational Development.

Reflections is available electronically on the CED website at www.qub.ac.uk/ced

Linda Carey
Editor of *Reflections*

Designed by Media Services

Prof Desmond Hunter, National Teaching Fellow, University of Ulster; Professor Phil Race, University of Leeds; Dr Beverley Milton-Edwards, National Teaching Fellow, Politics, International Studies and Philosophy; Prof Ken Bell, Pro-Vice Chancellor, Students and Learning; Professor Bob Matthew, Director, Teaching and Learning Service, University of Glasgow.

Launch of Centre for Educational Development

The Centre for Educational Development (CED) was formally 'launched' at a major Learning and Teaching event which it organised at Queen's on 19 September 2005. *(The new centre's role is outlined on page 2).*

Around 70 academics and colleagues from academic support areas attended the event - 'Streamlining Assessment: making assessment more effective and efficient'. The event was opened by Professor Ken Bell (Pro-Vice-Chancellor for Students and Learning) and he introduced the newly-established Centre in his opening remarks.

The theme of assessment was deliberately chosen for the event as it plays such an essential part in Higher Education; all students are assessed both formally and informally during their time at university. However, it's not something they necessarily enjoy and often it is something that staff struggle with as they try to balance the demands of developing assessments that provide informative and robust results while not taking an overly burdensome amount of time for students or staff. The purpose of the event was to explore some of the issues and to identify ways of improving or developing current practice.

The keynote address was given by Professor Phil Race, Staff and Departmental Development Unit, University of Leeds on 'Auditing Assessment'. Presenters also included Professor Bob Matthew, Director, Teaching and Learning Service, University of Glasgow speaking on 'Student Enhanced Learning through Effective Feedback', and David Grant, Drama Studies at QUB, speaking on 'Assessing Creativity – the necessity for circumspection'. The opening plenary, facilitated by Dr Beverley Milton-Edwards, School of Politics, International Studies and Philosophy, and Professor Desmond Hunter, University of Ulster, provided an innovative opportunity for stimulating group discussion on 'Challenging views of assessment in Higher Education'. Many of the sessions were interactive and aimed to challenge participants into thinking of alternative approaches to assessment which would more effectively address student and staff needs.

A display of posters in the Canada Room showcased the impressive range of work currently going on through projects funded under the Teaching Quality Enhancement Fund. Feedback from the event was largely positive and further details of the event are available on the CED website.

The Centre for Educational Development (CED)

Supporting the enhancement of learning and teaching at Queen's.

The Centre for Educational Development (CED) was launched in September 2005 and brings together the Centre for the Enhancement of Learning and Teaching, the Educational Technology Unit (Information Services) and staff with a focus on learning and teaching from the Staff Training and Development Unit.

The Centre works with staff from across the University to support the enhancement and development of learning, teaching and assessment (including e-learning). We offer a range of activities, including:

> Curriculum development

> Continuing Professional Development of staff in learning and teaching

> Quality Review (including University Subject Review)

The Centre also supports, through two dedicated staff members, Queen's three Centres of Excellence in Learning and Teaching (CETL, NI) funded by the Department for Employment and Learning.

Further details of our services and activities are available in our brochure which has been circulated to all staff.

Initiatives for CED in 2005/2006

Highlights to date include:

> our inaugural Learning and Teaching Day, entitled Streamlining Assessment, on 19th September

> support for the JISC Plagiarism Detection Service

> a new conference fund to support attendance at learning and teaching related events

> the official DEL launch of the NI Centres of Excellence in Teaching and Learning (CETL, NI) at Stormont on 4 October.

Over the coming months, a key activity for CED will be the updating and development of the Learning and Teaching Strategy to cover the period 2005-2008. We will be actively consulting on the new strategy with Queen's staff and students through committees, working groups, meetings with Directors of Education and the Web.

CED is committed to delivering a high quality service. We aim to be responsive to the needs of staff and to work closely with Schools and learning support areas to deal with topics relevant to specific disciplines.
We are always happy to talk to staff, individually and in groups and we welcome enquiries, consultation and discussion on all aspects of learning, teaching and assessment.

Supporting Learning & Teaching
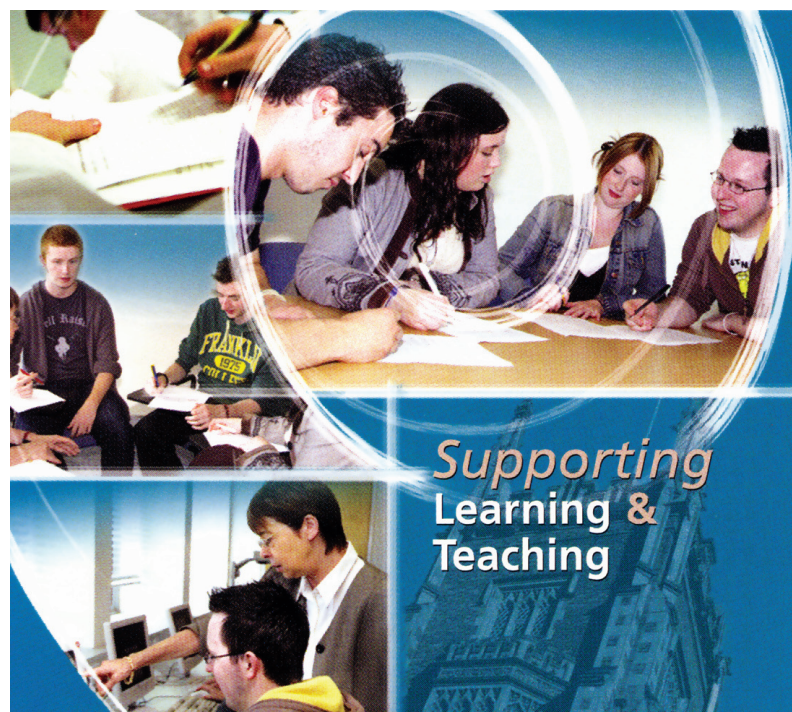
Staff in the Centre for Educational Development:

Maria Lee	Head
Linda Carey	Senior Educational Developer (CPD programme)
Linda Ryles	Senior Educational Developer (Curriculum Develoment)
Sarah Marshall	Senior Educational Developer (CETL, NI)
Michelle Evans	Project Manager (CETL, NI)
Susan Harte	Senior Administrative Officer (Quality Review)
Gill Kelly	Educational Developer (Educational Technology)
Alison Skillen	Administrative Officer
Liz McDowell	Administrative Officer
Conor Currie	PDP Project Application Developer
Chun Fan Lai	Placement student
Joan Sloan	Support staff
Karen Butler	Support staff

Staff to support the development of PDPs and student surveys will shortly take up posts in the Centre.

Contact us at:
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Promoting information literacy in the undergraduate curriculum

Clive Cochrane
School of Management & Economics

Kunyu Li, level 2 Management student using 'Google Scholar' for a project on Investors in People

Information Literacy

Many lecturers require students to identify information needs, search online databases and construct bibliographies. These activities are often referred to as 'library', 'information' or 'bibliographic' skills. Many academic librarians have abandoned this confusing terminology in favour of 'information literacy' (IL), defined as:

"…knowing when and why you need information, where to find it and how to evaluate, use and communicate it in an ethical manner." (Chartered Institute of Library and Information Professionals, 2005).

Society of College, National and University Librarians (SCONUL) suggests that an information literate individual is able to:

1. Recognize the need for information
2. Distinguish ways in which the information 'gap' may be addressed
3. Construct strategies for locating information
4. Locate and access information
5. Compare and evaluate information obtained from various sources
6. Organise, apply and communicate information to others
7. Synthesise and build upon existing information, contributing to the creation of new knowledge.

Following a successful bid to the Teaching Quality Enhancement Fund (TQEF) to explore several aspects of IL in the undergraduate curriculum, a project was implemented during the academic year 2004-05.

The project

Strand 1 involved embedding IL into student learning and assessment in two optional modules I teach in the BSc Management. The table shows the assessment methods employed and the weighting attached to IL. An analysis of students' assessed work indicated a reasonable level of competence, particularly in the individual assignments. However, the weaknesses of students with lower levels of performance included:

> Problems in formulating search strategies
> Failure to present material in alphabetical order
> Inability to recognise the elements of bibliographic description
> Inconsistency when constructing bibliographies
> Literacy problems when writing annotations.

Students' responses to a questionnaire revealed that they perceive IL to be of value in many aspects of life, including their studies in QUB. This is encouraging as the emerging literature suggests that IL is an essential skill for e-learning, lifelong and workplace learning.

To establish the extent to which IL is embedded in the Management pathway an auditing tool was devised and distributed to colleagues. The outcome of strand 2 is a 'map' indicating that the seven IL skills are embedded into the pathway. The exercise identified a number of issues that need to be addressed, including student progression, the respective roles of librarians and academics in promoting IL and the need for a QUB policy on IL.

During strand 3, visits were undertaken to investigate good practice elsewhere. Notable examples are the Open University and Imperial College London where web-based online support tools, known respectively as MOSAIC and OLIVIA, are widely used by students. Through these visits various models of IL provision, ranging from generic to subject specific approaches, were identified.

Strand 4 builds on the work already undertaken. Colleagues in Teaching & Learning Support (Information Services) are currently developing Queen's University Information Literacy Tool (QUILT). Initially this interactive learning guide is designed to support Management students. An additional, longer term aim is to investigate how the basic template can be tailored to meet students' IL needs in different disciplines.

Conclusion

Currently many academics, supported by subject librarians, are helping students to become information literate. The project's findings suggest that IL should be promoted in a more systematic way throughout QUB to enable students to develop SCONUL's seven skills. A concerted effort to promote IL will help to ensure that current practice in QUB is in line with best practice internationally. The champions of IL hail from Australia, North America and the UK. If our graduates are to be 'world class' they must be information literate.

References

Armstrong, C (2005) Defining information literacy for the UK. Library & Information Update, 4 (1-2), 2005, 22-25.

Society of College, National and University Librarians (SCONUL) (1999) Briefing paper: Information skills in higher education. [online] Available from http://www.sconul.ac.uk/activities/inf_lit/Seven_pillars.html, accessed 1 November 2005.

Module	Level	No. of students	Methods of assessment		
			Assignment 1	Assignment 2	Examination
Developing People	2	71	Group (20%) 85 marks for IL activities	Individual (20%) 100 marks for IL activities	3 questions (60%)

Why **Teaching Innovation** Pays!

Dr Beverley Milton-Edwards
National Teaching Fellow 2004, THES/LTSN E-tutor of the year 2002, Reader in Politics, School of Politics, International Studies and Philosophy

"The central tenets of critical pedagogy are about maximising student agency and decision making while at the same time harnessing the subject-related experience and 'learning know-how' of the teacher"

Dr Beverley Milton-Edwards

The idea of critical pedagogy – empowering learners through taking a more ideological approach to issues of learning, democracy and social justice can sound a bit abstract and counter-culture for institutions of higher education such as our own. After all, most of us have left our radical tendencies-if we had them in the first place – behind us and try to check-in to our conservative mindset when we don our professional guise.

But as the rapid expansion of higher education continues, it has also been commonplace for us to remark on the conveyor-belt approach to teaching that in some sense consciously demands passivity in our learners. We deliver teaching to ever larger numbers, we are constrained by time to limit our interaction with them in tutorials and we – the teacher and the learners – are constrained by tasks, goals and objectives that can be limiting and increasingly perceived on both sides as boring and routine!

My philosophy of teaching – which I am happy to admit has been part of an evolving recognition of pedagogy – is now a conscious move towards empowerment for both learners and me. How learners learn and how I facilitate learning, is now focussed on actively promoting, and devising means to promote, a transition from passive to active learning. This has led me to develop a project-based learning experience for students, using web and paper based learning resources and active learning techniques at all levels. I find this requires me to be more conscious of what they are and what they mean not just to me but to the students. I have sought to move away from the lecturer as being omniscient and engage with learning through reference to the learner's own culture, identity and experiences. In turn, students who have become active learners on my modules have repaid me a million times over by becoming 'researchers' of my own field – enhancing and updating me on a daily basis through their own discoveries.

How does all of this lead to innovation in teaching though? Given the limited resources and time that we all have when juggling teaching delivery with administration and RAE-driven research and publications should we really bother? My own efforts have been amply rewarded, not only in terms of remaining research active, developing research-led modules and enhancing my discipline but through recognition that such innovation pays off through the award of a £50,000 National Teaching Fellowship. My fellowship project on *Routes out of Conflict: critical pedagogy and learner-based cultures* will reflect on the cultures of our learners - globalization, internet and technologies, modernity and tradition in order to reflect further on how to embed the successful synthesis between research, teaching and learning for lecturers as well as students. Innovation has clearly paid off not just for me but for my students, my institution and the wider teaching community.

The National Teaching Fellowship Scheme (NTFS)

The NTFS scheme aims to celebrate excellence in teaching and the support of learning in Higher Education Institutions in England and N. Ireland. The scheme was established in 2000 by HEFCE and DEL and is managed by the Higher Education Academy.

Fifty Fellowships, each worth £50,000, have been awarded each year to individuals who are judged to have made an outstanding contribution to teaching and learning in their own institutions and in the wider higher education community. Queen's has been fortunate to have three winners since the scheme was set up, the most recent being Dr Beverley Milton- Edwards in 2004.

From 2006, the scheme will change and two strands of applications will be available: individual awards for excellence, worth £10,000 each and project grants for teams to conduct research in learning and teaching, worth up to £200,000.

Teams applying for these grants should include a current or previous National Teaching Fellow.

We will shortly be seeking applications for the 2006 nominations. Please contact the Centre for Educational Development for details.

Queen's **Teaching Awards**

The Queen's Teaching Awards have been established to identify and acknowledge good learning and teaching practice or good learning and teaching support and the development of these activities. The primary aim of the scheme is to encourage and reward the work of individuals or teams that have led to particularly effective student learning.

A second aim of the Teaching Awards is to disseminate information on good learning and teaching and support practice throughout the University. Award recipients are expected share their work with a University audience during the course of the academic year following their award.

Applications embracing a diversity of approaches are welcomed - it is intended that noteworthy examples of traditional methods as well as innovative approaches be recognised by the awards.

Over the period from 2002 – 2005, twenty awards have been made. Winners have come from across the university and have spanned areas such as auditing and mapping students' skills, peer tutoring, and using technology for the enhancement of learning and teaching.

Members of staff winning a QUB Teaching Award, either individually or as part of a team, for two consecutive years will not be eligible to apply the following year.

The application deadline for 2005-6 is provisionally Friday 28th April 2006. Details of how to apply are on the CED website www.qub.ac.uk/ced.

2004-05
QUB Teaching Awards

This year's QUB Teaching Awards were made to the following five individuals/teams:

Experienced Teaching Staff

**Professor Brian Whalley,
School of Geography, Archaeology and Palaeoecology**
for the development of student-centred and e-learning applications in geography. The panel members were impressed by Brian's enthusiasm and commitment to teaching, and by his awareness of good practice worldwide. His attention to the complexities of large group/lecture teaching and the model he has developed for personalizing learning were particularly impressive. Overall his presentation demonstrated a reflective approach to learning and teaching and a sharp awareness of the potential for engaging students through e-learning.

**Mr William McClune,
School of Education**
for a teaching programme to encourage reflective practice in trainee teachers: developing skills of goal setting and self evaluation in a context of coursework assessment using peer and tutor support.
The panel were impressed by Billy's ability to support and develop his students' reflective practice through the use of video and on-line learning, by his developmental approach to encouraging self-evaluation and the careful way in which he encouraged constructive peer assessment.

Staff teaching for less than five years

**Ms Shelley Tracey & Ms Valerie Seabright,
School of Education**
for mentorship training to support learners enrolled on Essential Skills (adult literacy and numeracy) tutor qualification programmes. The panel members were impressed by the coherent, well articulated philosophy upon which Shelley and Valerie have based their model for mentorship training and the carefully planned learning-centred processes linked to the project.
The panel were pleased to note that the mentorship training has received recognition from the Department for Employment and Learning and that Further Education colleges have engaged in this training.

**Mr David Gibson,
School of Management & Economics**
for NICENT entrepreneurship teaching. The panel members were impressed by David's enthusiasm and the enthusiasm of his students for this innovative programme. The panel was pleased to note that he has been able successfully to customise his model for entrepreneurship for use in a number of schools and was able to exceed his targets by so doing.

Learning Support Staff

**Mrs Claire McGivern & Mr Richard Millen,
Research & Regional Services**
for the work of the Northern Ireland Centre for Entrepreneurship. The panel were impressed by Claire and Richard's development of an agenda staged for undergraduates, postgraduates and staff in the University. The panel were also impressed by their enthusiasm and felt their approaches for gaining commitment and support from academics, such as using a panel of role models and broadening the concept of entrepreneurship to enterprising skills for life, were well-considered and effective.

The work of the Teaching Award winners will be disseminated within the University in 2006.

CETLs at Queen's

Three areas at Queen's have been recognised as Centres for Excellence in Teaching and Learning under the Department for Employment and Learning's CETL (NI) initiative, and were officially launched on 4 October 2005 at Stormont. The aim of this initiative is to increase and enhance the impact of teaching excellence across the wider teaching and learning community by encouraging collaboration and the dissemination of good practice, and by promoting scholarly and forward-looking approaches.

A primary consideration for Queen's is that the work of the CETLs (NI) should have a lasting impact on the quality of our own teaching and of our students' learning, not only in the disciplines represented in the Centres, but right across the University. The CETLs (NI) at Queen's also offer possibilities for strengthening our links with higher education institutions in the UK and beyond, with professional bodies and with the HE Academy. Already we are establishing new partnerships through the regional and national CETL networks.

Over the next five years, the Centre for Educational Development (CED) will support the CETLs (NI) at

Queen's in the development and dissemination of their excellent practice, for the benefit of increasing numbers of students and staff.   Workshops, publications and exemplar learning materials are just some of the ways in which we will seek to share the knowledge and expertise being developed through our CETLs. Watch this space!

For more information, contact Dr Sarah Marshall, Educational Developer for the Queen's CETLs (NI) s.e.marshall@qub.ac.uk Ext: 1411

*From left to right:
Prof Ken Bell, Pro-Vice Chancellor, Students and Learning, Angela Smith MP, Minister with responsibility for employment and learning, Prof Ellen Douglas- Cowie, Dean of the Faculty of Arts, Humanities and Social Sciences, Dr Sue Morison, Dentistry*

Centre for Excellence in Interprofessional Education (NI):
Curriculum and Assessment Development

The Centre for Excellence in Interprofessional Education (CEIPE) is led by a team from the Schools of Medicine and Dentistry, Nursing and Midwifery, Pharmacy and Education. The Centre will build upon the innovations that have already been developed in interprofessional education, and learning dispositions within these Schools.

The CEIPE team will undertake educational research and develop programmes of interprofessional learning and assessment within the Faculty of Medicine, Health and Life Sciences and throughout the University. To ensure programmes are effectively supported, resources for staff and students will be generated and disseminated and this process will include the development of a web-based administration and resource database.

The team will undertake exploratory research to identify subject areas that will benefit from an interprofessional approach and the implications of this for future curriculum and assessment development. The team will also investigate how greater understanding of students' and teachers' learning styles, and learner-teacher interaction, can inform interprofessional curriculum and assessment developments.

These issues will be examined in relation to classroom and workplace learning which is appropriate for healthcare students and pertinent to other academic disciplines where work-based learning occurs. Instruments will be developed, trialled and evaluated for this purpose. Similarly, the team will expand this approach to consider how better understanding of learning and teaching styles, and learner–teacher interaction, might contribute to mass higher education.

The team will work closely with professional bodies, employers, students and other UK CETLs to ensure effective dissemination and sharing of expertise at all stages of development.

Director: Dr Sue Morison
s.morison@qub.ac.uk

Centre for Excellence in Active and Interactive Learning (NI):
developing and embedding new pedagogical models

The Centre for Excellence in Active and Interactive Learning will develop new pedagogical models for curriculum design and delivery, initially in engineering and biosciences disciplines.

Skills development is an essential component of engineering and science education, yet such learning outcomes cannot be realised within traditional transmission models of teaching. CEAIL will shift the emphasis towards the processes of learning and towards transformed pedagogies for higher education.

The Centre will enhance team-based active learning, and facilitate the development of student-centred, flexible learning teams, supported by experts in curriculum development. The Centre will also support staff in the development of learning materials and methods of facilitation which are appropriate for active and interactive learning. This approach will enhance students' skills in the use of equipment and procedures encountered in the workplace and will embed business awareness and entrepreneurship.

Engineering will consolidate its leading role in a major international initiative to reform undergraduate education by further developing, implementing and disseminating a new pedagogical model that focuses on the needs of the professional engineer.

Biosciences will work to enhance their provision of laboratory and field skills. A placement programme will provide opportunities for students to work in industry, government laboratories, the NHS and the voluntary sector as part of their degree pathway.

Professor Ian Montgomery (Biosciences)
sobb.office@qub.ac.uk

Dr Perry Armstrong (Engineering)
pj.armstrong@qub.ac.uk

Centre for Excellence in Creative and Performing Arts (NI):
an Interdisciplinary Arts Programme

Queen's University has long played a distinguished role in the Arts in Northern Ireland and offers varied and stimulating opportunities for deep, active learning and cutting-edge facilities in the Creative and Performing Arts (CPA). The Centre brings together innovative and inspirational teaching and learning approaches from across the creative and performing arts spectrum, developing an eclectic range of projects, performances and workshops, building on the existing institutional investment and records of excellence in Creative Writing, Drama, Ethnomusicology, Film Studies, History of Arts, Music Technology and Social Anthropology.

Local and international artists and performers of the highest calibre are engaged in collaborative practice-based teaching – unlocking, investigating and celebrating creativity in a ground-breaking range of cultural contexts.

An interdisciplinary MA with a strong practical and entrepreneurial focus is in the process of being developed with an initial student intake planned for Autumn 2007. Ideas and techniques will be exchanged across the CPA and beyond, leading to reflections on the learning process by staff and students for dissemination within and beyond the University.

Through public events and collaboration with local and international artists, existing links will be strengthened and new links forged, bringing the community, the University and the professional arts world together in dynamic and developmental synergies.

Artistic Director: Anna Newell
a.newell@qub.ac.uk

PGCHET
Awards Ceremony 2005

At an awards ceremony on the 28th September, Professor Ken Bell, Pro-Vice Chancellor for Students and Learning, presented the certificates to the summer 2005 graduates from the Postgraduate Certificate in Higher Education Teaching (PGCHET). The course is targeted mainly at new or relatively new academic staff members and research staff with a teaching component to their work.

The course has been recently reaccredited by the Higher Education Academy and received very positive feedback from the accreditation team. The team noted the "very positive feedback from participants and the enthusiasm and commitment they demonstrated for teaching and learning." To find out more about the PGCHET, please contact Linda Carey in the Centre for Educational Development or Steve Walsh in the School of Education.


back row: Jill Farquhar, Marise Heyns Angela Mousley, Lynn Stanfield, Fatih Kurugollu, Maura McAdam, Maria Lee (CED)
front row: Maire Bowler, Linda Carey (CED), Ken Bell (Pro Vice Chancellor), Ayona Datta, Su Taylor

Prize for **Physics and Astronomy Demonstrators**

Last year, the Department of Physics and Astronomy instigated the Musgrave demonstrators' prize in recognition of the important role played by postgraduate demonstrators. The prize is awarded to one or more demonstrators who make a significant contribution to the teaching laboratories over and above the normal duties they perform.

For the postgrads, laboratory demonstration is often their first experience in any formal teaching role and many of them take on this new role with energy, in many cases using it as a spring-board to a new career. Naturally drawing from their own recent experience as undergrads, either at QUB or elsewhere, the active participation of postgraduates in developing curriculum content is a valuable but all too often untapped resource. This prize aims to tap that resource.

Two entries particularly impressed the judging panel. Alin Elena was awarded the first prize (£100 + certificate) having developed and delivered a tutorial to explain to students how to use the MSChart feature for plotting graphs from their Visual Basic programs as part of the laboratory component of the level one module: Computational Modelling in Physics. This capability, previously unknown to the course team, makes the production of good quality scientific graphics easier, and has now become a permanent feature of the course. The runner-up, Mohamed Saad was awarded £50 and a certificate for outlining a number of new experiments which could be incorporated into the Level 1 laboratory programme associated with the Foundation Physics modules.
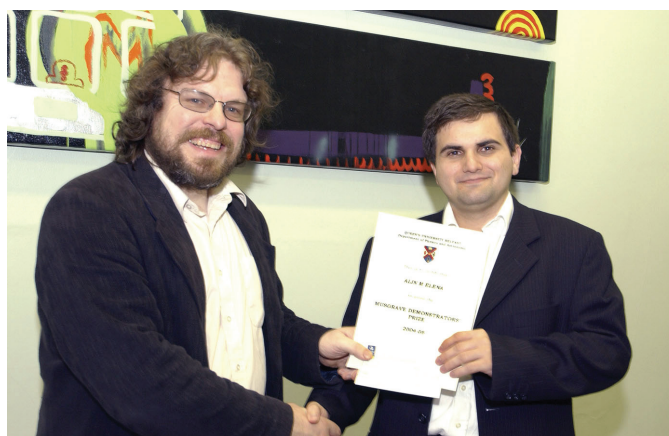
Alin Elena receives first prize from Dr Fred Currell

Mohamed Saad receives second prize from Dr Fred Currell

In Brief…

Dr Sue Morison, Dentistry has recently been made Subject Specialist Advisor for the HEA Subject Centre for Med, Den and Vet Med.
(We would like to hear from other members of staff who are advisors to a subject centre).
The Learning and Teaching Support Unit, Information Services and the Centre for Educational Development have begun trialling Personal Response Systems with 26 members of staff and their classes

Plagiarism
Prevention
and Detection
Software

Plagiarism in student work is becoming increasingly apparent. The availability of material on the world wide web not only allows wholesale copying of work but also gives skilled students the opportunity to weave together elements of multiple on-line documents to form a seemingly original piece of work.

We are currently faced with two major issues in relation to plagiarism:

How can we prevent it?
and
How can we detect it and quickly produce evidence of its occurrence?

One of the first steps to reducing copying is to actively ensure that students understand what constitutes plagiarism and that they are explicitly made aware its consequences. A number of schools in the University are now including this in their first year programme. Materials to help with this are available from the JISC plagiarism advisory service (JISCpas) http://www.jiscpas.ac.uk. The service's web page also suggests some approaches to setting assignments that make it more difficult for students to plagiarise.

Queen's has become a licensed user of the "TurnitinUK" plagiarism detection tool. This easy to use software compares student assignments to materials on the web and its own database of previously submitted work and calculates what percentage of the submission is original. Originality reports allow parallel viewing of the student assignment and any matching documents with all common passages highlighted and cross referenced. Tutors can use this data to decide whether, in their opinion, plagiarism has taken place.

The software tool can also be used to illustrate the nature of plagiarism to students.

Staff can register for the "TurnitinUK" software through the Centre for Educational Development ced@qub.ac.uk

Registered Practitioner Status in the Higher Education Academy

The Higher Education Academy has three main purposes:

- offering institutional support to UK universities
- providing subject and staff development
- seeking to influence national policies that influence the student learning experience

The Academy maintains a register of accredited practitioners, defines the criteria for admission, develops standards for professional practice and provides support for individuals.

There are three main routes to becoming a registered practitioner of the HE Academy:

1. The Accredited Programme Route - for those who have completed an accredited higher education teaching programme such as Queen's PGCHET;

2. Through Collaborative agreement whereby HE Academy accepts those who have education qualification registered with other professional bodies eg NMC, BPS, GSCC;

3. The main route for experienced staff - the Individual Entry Route.

There is a one-off registration fee of £50 for all those wishing to join the Academy's register. Funding is available through CED to cover the registration fee of first time applicants (Applicants applying through the Individual Entry Route for Experienced Staff need to pay an additional £35 evaluation fee). The next CED workshop on preparing a case for Individual Entry is on 2 April 2006. Further details are available at www.qub.ac.uk/ced

All Ireland Society for Higher Education

2nd International Conference NUI Maynooth, Ireland
31st August and 1st September 2006

Creating and Sustaining an Effective Learning Environment http://www.aishe.org
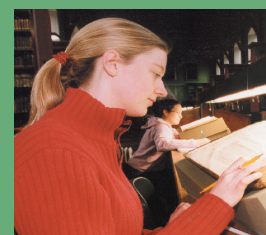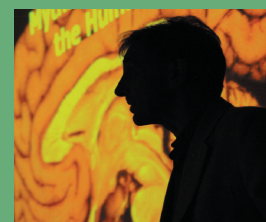
Diary Dates

31st October 2005	First call for submissions
1st December 2005	Second call for submissions
15th February 2006	Deadline for submissions Registration opens
7th April 2006	Notification of acceptance
31st July 2006	Registration closes
31st August - 1st September 2006	2nd International Conference NUI Maynooth, Ireland

# New **Learning and Teaching** Conference Fund

The Centre for Educational development is now administering a new Learning and Teaching Conference Fund, designed to support attendance at conferences/short courses/visits related to learning and teaching issues in Higher Education.

Funding of up to £750 is available for full- or part-time staff with teaching responsibilities or who work to support teaching and learning. Applications must be submitted in advance and, if possible, at least six weeks before the date of the visit. Upon their return, successful applicants are required to write a short report. Further details of the terms and conditions and an application form for the fund are available on the CED website www.qub.ac.uk/ced.

A recent recipient of funding was Professor Tom Woolley, Civil Engineering, Architecture and Planning, who attended a network seminar on Sustainable Design in Education, a topic which is pertinent to a number of disciplines.

The eight presentations, covered a range of approaches to presenting the topic including case studies, "live" company projects, field trips, design projects and employment of visiting professors.

Most of these examples were from options or electives. Prof Woolley presented a paper on research work in progress about the use of sustainability assessment tools. In summarising the usefulness of the day Prof Woolley said "The seminar was quite informal and the content quite diverse but it was extremely useful in highlighting different approaches to sustainability teaching and how it can be incorporated into design subjects. It is clear that sustainability is becoming more and more crucial to design teaching but much needs to be done for it to be more central to the curriculum"
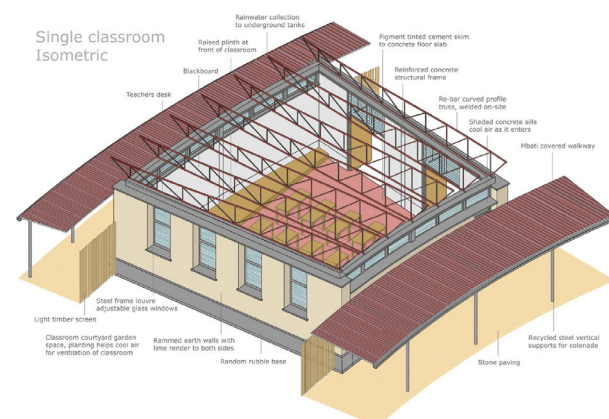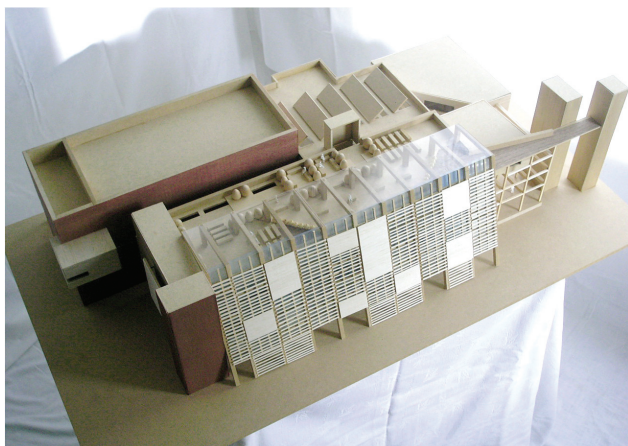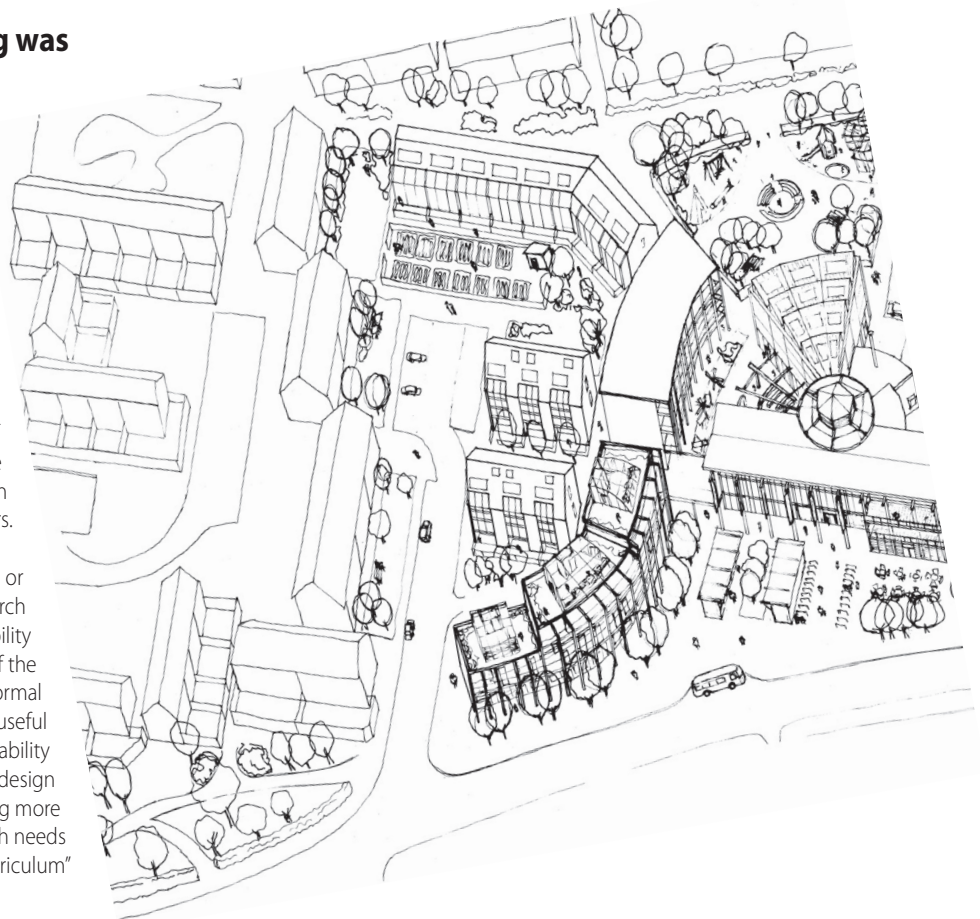
Internationalising
the Curriculum

What is internationalising the curriculum?

What does this piece of 'edu-speak' really mean? Is it recruiting more international students and staff, collaborating more with colleagues in other countries or introducing new qualifications that are internationally recognised?

In fact, there is no magic, 'one size fits all' recipe for this, but as a research-based institution with strong international links, the University is well placed to develop work already being done successfully in many areas and to make these enhancements more explicit.

Internationalisation of higher education is the process of integrating an international/intercultural dimension into teaching, research and service of the institution (Back, Davis & Olsen, 1996). An internationalised curriculum may be different in content (what is taught), approach (how it is taught and assessed), and structure (how the material is organised). It is facilitated by a range of activities including:

- the international movement and experience of staff and students through placements, exchanges and sabbaticals
- the development of international links with other HEIs and agencies, and discipline-based consortia such as the CDIO network
- the inclusion of international case studies
- the use of Virtual Learning Environments and Distance Learning
- the recognition of international students as a valuable educational resource
- investigating professional practices in other cultures
- exploring how knowledge may be constructed differently from culture to culture
- reflecting global perspectives – not just focusing on one particular region (Schoorman, 1997)
- assessment methodology that requires students to engage in complex real world tasks, so that they may develop intercultural competence

Why internationalise the curriculum?

The context in which higher education now occurs has been re-shaped by globalisation. Recent developments in information and communication technology involve the production and exchange of knowledge that defy traditional disciplinary and cultural boundaries. This has resulted in a major shift towards international integration of products and markets. The changing nature of the knowledge economy involves an intricate global-local relationship – each dimension is meaningless without the other.

Further, McLoughlin (2001) suggests that students, who learn in an environment where diverse perspectives are fostered and appreciated, become better critical thinkers, better communicators, better problem-solvers and better team players.
Preparing students to view change as positive and to manage it effectively in a global context should be a central aim of an internationalised curriculum. Students should be encouraged to develop the skills of enquiry and analysis, rather than learn a set of facts about globalisation; to think reflectively and critically to determine how knowledge is globally linked, regardless of how local its uses may be. The curriculum should be inclusive and culturally responsive. It should help students to understand the global context of their studies and to operate effectively in international professional environments.

Undertaking the process of internationalisation

When considering internationalising the curriculum, there are a number of key questions that will enable you to review the existing situation:

- What is the cultural mix of staff? What opportunity is there for staff to share their expertise/experience in relation to the curriculum?
- In what ways do students already study international practices in their chosen field? How might these be developed or expanded?
- Do students take up international work or study placements?
- Are staff engaged in international exchanges or sabbaticals?
- Are staff involved in collaborative international research? If so, how does this inform their teaching?
- Are global issues and forces currently addressed in the curriculum?
- Do local and international students work together in teams?
- Do students have the opportunity to evaluate the relevance of theory in more than one context?
- Is the curriculum designed to capitalise on the different backgrounds from which students come and to encourage interaction between different cultures/nationalities?
- Do visiting staff from outside Northern Ireland contribute to the delivery of modules?

The answers to many of these questions are positive, so internationalising the curriculum at Queen's does not mean starting from scratch – we have good practice to build upon. If you are already delivering an internationalised curriculum and are willing to share your experience, we would be delighted to hear from you – please email l.ryles@qub.ac.uk.

In the coming months, the Centre for Educational Development will be organising staff development events to support this enhancement of the curriculum. In the meantime, you can access some useful web links at http://www.qub.ac.uk/ced.

References

Back, K., Davis, D., & Olsen, A. (1996). Internationalisation and higher education: goals and strategies. Canberra: Australian Government Publishing Service.

McLoughlin, C. (2001) Inclusivity and alignment: principles of pedagogy, task and assessment design for effective cross-cultural online learning. Distance Education, 22 (1).

Schoorman, D. (1997). Internationalization and its pedagogical implications: understanding and implementing global perspectives in higher education. Unpublished doctoral dissertation; Purdue University, W. Lafayette, IN.

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CED Learning and Teaching Events 2005/06

Fuller information on each of the events listed below will be circulated widely closer to the date.

Event:	Making lectures more effective and interactive
Presenter:	Professor Sally Brown
Date and time:	3 February 2006, 10.30 am – 3.00 pm

Event:	Linking Research with Teaching
Presenter:	Professor Mick Healey
Date and time:	3 April 2006, 9.30 am – 12.00 pm

Event:	Assessment (title tbc)
Presenters:	Liz McDowell and Professor Kay Sambell, University of Northumbria
Date and time:	16 May 2006, time tbc

Event:	Student Feedback Practices
Presenter:	Ruth Williams, Centre for Higher Education Research and Information (CHERI)
Date and Time:	24 May 2006, 9.45 am – 12.30 pm

For details of these events, contact Alison Skillen, Ext 3480, e-mail a.skillen@qub.ac.uk

SUMMARY OF WORKSHOPS December – March 2005/06

Day	Month	Year	Title	Time
DECEMBER				
7	December	2005	Helping Students to Learn	10.00 am-1.00 pm
7	December	2005	Writing Learning Outcomes and Module Design	2.00-5.00 pm
7	December	2005	Online discussions	2.00-5.00 pm
14	December	2005	Academic Plagiarism and Prevention	2.00-5.00 pm
JANUARY				
25	January	2006	Intro to QOL for L & T	2.00-5.00 pm
FEBRUARY				
1	February	2006	Small Group Teaching	2.00-5.00 pm
1	February	2006	Resource mapping	2.00-5.00 pm
8	February	2006	Developing Inclusive Practice for Students with Disabilities	2.00-5.00 pm
8	February	2006	Powerpoint for Lecturers	2.00-5.00 pm
8	February	2006	Preparing and giving lectures (1)	2.00-5.00 pm
15	February	2006	Preparing and giving lectures (2)	9.30 am-2.30 pm
15	February	2006	Preparing and giving lectures (2)	2.00-5.00 pm
15	February	2006	Interactive powerpoint presentations	2.00-5.00 pm
22	February	2006	Queen's Higher Education Academy Practitioner Forum	12.45 pm-1.55 pm
22	February	2006	Teaching Larger Classes	2.00-5.00 pm
MARCH				
1	March	2006	Small Group Teaching	2.00-5.00 pm
1	March	2006	Audio and video online	2.00-5.00 pm
8	March	2006	Writing Learning Outcomes and Module Design	2.00-5.00 pm
15	March	2006	Using images in learning materials	2.00-5.00 pm
22	March	2006	Evaluating use of online learning	2.00-5.00 pm
23	March	2006	Promoting Inclusive Learning for Students with Disabilities in Higher Education	2.00-5.00 pm
24	March	2006	Promoting Inclusive Learning for Students with Disabilities in Higher Education	9.30 am-12.30 pm