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 interview with Professor David Jones who is the new Pro Vice Chancellor for Education and Students. Professor Jones sets out his key goals in the education field for the short and longer term, and these involve some changes to the timings of the academic year and the University's approach to assessing student learning.

We feature the 2014 Teaching Award winners in this issue and an article by Queen's 2014 National Teaching Fellowship winner, Dr Joe Duffy from Social Work. Dr Duffy won this prestigious award for his innovative approaches to involving social work clients and their carers in the teaching and assessment of social work students, an approach that is being adopted nationally and internationally.

We also include articles on some new exciting developments in the careers area – the introduction of MyFuture, an on-line system for students and the development of the alumni mentoring programme.

A number of articles by academic staff and learning support staff focus on innovative projects and initiatives which have enhanced student learning in areas as diverse as History, Creative Arts, Medical Education and the Science Shop.

Contributing to the next *Reflections*

We would very much welcome contributions for our next issue of Reflections to be published in spring 2015. 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);
- R**esponses** 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*.

Delivering the Vision: the way ahead for education at Queen's

Professor David Jones took up the role of Pro-Vice-Chancellor (Education and Students) in August 2014. In this interview with Linda Carey, Professor Jones articulates his plans for the delivery of education at Queen's and how these can be achieved.

Professor Jones, what are your priorities for education in Queen's over the next 5 years?

I want QUB to produce world-class graduates. I want Queen's to offer undergraduate and postgraduate taught programmes that are of the highest quality. I want to produce graduates with skill sets that make them employable locally, nationally and internationally, and who will fly the Queen's flag on the world stage. There are a number of different steps that are required to achieve these goals and I will be changing a number of things within the University, one of which is the structure of the academic year.

It is important to ensure that we assess students using the most appropriate methods and that they are learning in the correct ways. Students must be able to integrate and apply their knowledge to any situation and this will require changes in how we structure the year and how we assess within the University. I believe we over-assess and that this is an underlying theme within many undergraduate degree programmes.

I'd also like to move into other ways to provide education. For example, we have very fledgling distance learning programmes, approximately 10 postgraduate

Professor David Jones

qualifications in total, and I would like to expand this into different subject areas and see Queen's become a centre for distance learning in particular specialisms.

I'm also passionate about interdisciplinary learning and I think we've moved away from a system that allowed some degree of interdisciplinary learning many years ago to one that is more restricted. I would like to reinvestigate for example, the major/minor degree programmes and remodel the minor component to be not just a fixed subject, but make it an interdisciplinary learning experience where you can integrate several areas, e.g. economics, philosophy, history, sociology all within a particular theme.

In other disciplines I would like there to be an opportunity for graduates in different Faculties to study subjects that they wouldn't normally be exposed to. For example, there is a problem with Science graduates' writing skills and much of that is because of the way they are being examined, right through from GCSE to AS through to A level. They are not being asked to answer essay questions anymore so I would like them to have a chance to build on their written skills by studying a subject that is still science in origin but requires a different skill set. Likewise for Humanities graduates. I was at a meeting recently and we heard how lawyers don't like to work with maths. Unfortunately, their lives will be dominated by maths so we have to make sure that students are not alienated from these key skills at an early age and ensure that Humanities students have a basic numeracy competency.

What role will colleagues in Schools have in helping to achieve these priorities?

I can't do it alone. I see my role as being a strategic one defining where we want to go. Colleagues in DASA have been invaluable in showing me how things can be done and that has opened up my eyes to other opportunities. However it is vital to have the support of the people who are going to be delivering the actual undergraduate programmes. I've spoken to many colleagues and they welcome this idea of change and the chance to do things in a different way for the right reasons. I haven't met many dissenters yet, but I'm sure I will during the course of my time as PVC. I have to bring everybody on board. Like in everything we do, we can have a School that strives to operate to the highest standards but these standards may be compromised by a small number of people. In any job this can happen; however, we must make sure that people have bought into the entire programme, and willingly so, because it's going to require changes in how they do things.

How do you see student involvement in helping achieve these priorities?

Students are an essential part of this road to success. One of the biggest changes I've seen in this University since my time as a student is student involvement. A good School will bring students with them on every part of the journey. They will listen to suggestions by students. That doesn't mean they have to accept them all but they will listen to them and there should be a dialogue into why you will or will not be able to action these suggestions. Students will frequently have good ideas. The student voice is there to inform us if there's a collective view within the student body of great satisfaction or dissatisfaction, and we have to listen and try to address what the reasons for that are.

How has your previous role as DE helped you to identify issues?

From my role as a DE, I understand how degree programmes run, I understand academics' problems, I understand the support staff in the University and their issues with academics, and the academics' issues with support staff. This has made me closer to the coalface. I am developing strategies that I believe will work, which can be implemented and which will make a real difference to our students. In some Schools aspects of the strategies have already been imbedded within degree programmes. We need to ensure that these are implemented in all degree programmes. So with regard to how I will operate as a PVC and how I will introduce these changes, I believe that my experience as a DE has been invaluable.

Any further thoughts?

Vision 2020 represents one of the most exciting times in the history of the University. It will be a time of change, but change with a common direction that will ensure that all students receive a world-class education. There are a number of challenges ahead, but I believe the staff will embrace these challenges as we move forward as a University.

National Teaching Fellowship 2014

Dr Joe Duffy, Sociology, Social Policy and Social Work

Receiving a Higher Education Academy National Teaching Fellowship in October, 2014 was a proud moment, the culmination of a lot of years devoted to making carer and service user involvement a meaningful experience in social work education. In 2003, I commenced my first university position as a lecturer in social work at a time of significant reform to social work education in Northern Ireland. As part of the changes heralded by the 'new' Degree in Social Work, service users and carers would play a key role in educating social work students. I was intrigued by this development and wondered how this would be approached to achieve genuine, non-tokenistic, user involvement. In my reflections, I remembered what impacted on me as a young 15 year old carer, supporting my father in his recovery from a stroke.

This marked the start of my professional journey towards research and publications aimed at achieving *meaningful* ways of involving people who use social work services. As I became more familiar with the literature, I frequently encountered references about avoiding *tokenism* in this work. What mattered most for me was the need to approach carer and service user engagement in both an empowering, yet critical way. Publishing practice guidance for qualifying and post-qualifying social work education programmes paved the way for innovating in the social work curriculum at Queen's and internationally.

My approach to claiming Excellence as a requirement of the NTF scheme was therefore built on emancipatory principles of partnership, humanity, citizenship and social inclusion, all of which had their roots in those early experiences I had caring for my father. The examples I included in my Claim for Fellowship reflected my passion for working with service users in a respectful and partnership based way. My claim for NTFS Fellowship provided examples of how the work I led positively impacted on the development of students' knowledge, particularly in their grasp of *threshold concepts* (Meyer and Land, 2005[1] such as 'social work values' and understanding the impact of Northern Ireland's 'Troubles'.

Having the opportunity to lead such progressive and transformative pedagogy has been really rewarding, yet challenging. I have witnessed the benefits that social work students share through their exposure to challenging, uncomfortable, yet necessary experiential knowledge. Hearing firsthand accounts from victims and survivors of the 'troubles' about their need to be listened to, the role of communities of carers and service users teaching students the 'meaning' of social work values and ethics, and involving carers and service users in role play assessments are the core curriculum innovations that my Claim for NTFS Fellowship was based upon. I am so pleased for all of the groups that I work with in Northern Ireland that their contributions to the 3 teaching innovations I have led have also been recognised and validated. I also recognise the support for my work that I have had from my colleagues in the School of Sociology, Social Policy and Social Work.

Being recognised through the National Teaching Fellowship Scheme will give me a further boost to continue exploring further innovative ways in which to enrich the educational experience of our Social Work students at Queen's.

1   Meyer, J.H.F and Land, R (2005) Threshold Concepts and Troublesome Knowledge (2): Epistemological Considerations and a Conceptual Framework for Teaching and Learning. *Higher Education.* Vol. 49. No. 3. 373-388.

Joe Duffy and Rama Thirunamachandran, VC of Canterbury Christ Church University, at the NTF Award ceremony at Liverpool Anglican Cathedral

Public History internships: development and opportunity

By Dr Olwen Purdue, School of History and Anthropology

Dr Olwen Purdue

Dr Purdue, Dr Marie Coleman and Dr Patrick Fitzgerald won a Team Teaching Award in 2013 for their work on the Public History Internship module of the MA in History.

The Public History Internship was introduced four years ago as a new optional module within the MA in History. Since then it has grown from strength to strength, each year seeing new partnerships being established with institutions across Northern Ireland, an ever-expanding range of exciting opportunities opening up for students and a steady increase in the number of students taking the module – confirmation of the importance of this approach to postgraduate teaching in today's society.

The module offers students the opportunity to work in one of a diverse range of organisations from museums to country houses to television companies, thus gaining meaningful, hands-on experience of what is involved in promoting history to a general, public audience. The students spend roughly fourteen days working with the organisation of their choice. Part of this time is spent shadowing staff, engaging in discussion and learning about and evaluating the ways in which history is presented; the rest is spent working independently on a project which contributes to the work of the organisation.

The idea for the module arose out of an awareness of the growing diversity of motives for postgraduate study and the need to prepare students for the world of work, and it was designed to introduce a much more vocational element to the degree, developing transferable employability skills and providing valuable work experience.

Since its early days the module has taken on a life of its own. Each year new partnerships are being established opening up diverse and exciting opportunities for our students. Some take internships with the traditional centres such as the Ulster Museum and PRONI, while others work with more local or focused institutions such as the Newry and Mourne Museum or Ballymoney Museum. New opportunities include working with Titanic Foundation on the research and interpretation of Harland and Wolff's drawing offices, developing the heritage tourism potential of country houses such as Blessingbourne in Fivemiletown or Lissan House near Cookstown, working with Belfast City Council on the design elements of the refurbishment of the Tropical Ravine in Botanic Gardens, or working with medieval manuscripts in Armagh Public Library.

Even more encouraging is the way in which these connections with the wider history and heritage community are now feeding back into the module itself. Representatives from a range of institutions are becoming increasingly involved in the delivery of the module, engaging with the students and enhancing the learning experience by sharing their very practical perspective on the ways in which history interacts with the public and the challenges and opportunities this presents. Round-table discussions and workshops provide informal opportunities for students to engage in meaningful and stimulating discussion with practitioners with expertise in the field. Residential visits provide the opportunity to explore lesser-known public history initiatives and encourage focused engagement with a range of issues.

This engagement with the sector is also helping to shape the focus of the module itself, heightening our awareness of some key issues surrounding the understanding and representation of history as they relate to the specific context of twenty-first century Northern Ireland. Firstly, it has made us consider how, as public historians, we represent the history of a place or a people to a general audience when the prevailing historical narratives of that place or people are contested. Our students are being encouraged to think about how public historians might negotiate and address these differences. Secondly, it has made us think about the relationship between public history and tourism within Northern Ireland. There is an increasing awareness of the potential of our rich historical heritage to draw people to Northern Ireland or to encourage people to get out and about, and we are beginning to recognise a very important role that the academic study of history can play in the development of the local economy in Northern Ireland. This is a growth area and one in which our graduates can play a vital role.

We have made a good start, but there is great potential for the development of this single module into a full programme that has much to offer. For our students, it can open up new avenues for professional development and equip them for employment in the broader field of history outside of academia, (one of our internship students is now working in the Art Institute of Chicago and another is now an archivist in the Pennsylvania House of Representatives Library). Looking ahead, however, the careful and creative development of a full public history programme has the potential for significant social and economic impact in the wider community - enhancing the professional development of public history in the museums, libraries, archives and heritage sectors across Northern Ireland; encouraging the engagement of local communities with their history; and, by actively contributing to the development of the region's rich history and heritage potential, providing a boost to Northern Ireland's growing tourism industry thus generating economic activity and employment.

Interdisciplinarity needs Space for Play

by Dr Victoria Durrer, School of Creative Arts

Interdisciplinary workshop days offer an opportunity for both staff and students to explore what might otherwise be hidden connections in teaching, research and practice. This belief was behind our thinking when we set out to include an interdisciplinary induction day on the programme for our MA students in the School of Creative Arts this year.

> *The induction event gave us the opportunity to reach out beyond individual courses and meet other MA students within the school. I know that if it wasn't for that day, I would not have met anyone within the MA in Sonic Arts program, or even understand what they did in the Sonic Arts Research Centre.*

Robert Martin, Student

Over the course of a full day, staff in Arts Management, Drama and Sonic Arts along with the assistance of Niall Rea, a PhD student in Drama Studies, facilitated a day of experimentation for Masters students across the School's Pathways in Arts Management, Sonic Arts, Music and Film.

Taking place in the School's unique Sonic Arts Research Centre (SARC), students participated in creative tasks from the disciplines of drama, music and sonic arts, in order to get to know one another and gain awareness of one another's perspectives of practice—their shared characteristics and differing viewpoints.

Critical to the day was no required output. The freedom from expectation, particularly at the start of a new academic year, allowed both staff and students to relax and approach one another and the activities with openness. Students developed group art performances that sought to describe study in the School of Creative Arts.

Through mixing music, sonic art and drama, and experimenting with the distinct architecture of SARC, students captured the wonder, the worry and the excitement of approaching a new academic programme, building group camaraderie and showing the breadth of skill and potential of what is a dynamic group of MA students in the School of Creative Arts.

> *I think the MA Induction day was an exciting way to start the year - meeting and collaborating with people from other courses really demonstrated the creative diversity the school has to offer. I especially liked that we could all get an insight into the other disciplines, and just creatively experiment in probably one of the most innovative spaces the university has!*

Anastasia Shevchenko, Student

Brazilian improvisatory world-making and music improvisation

by Dr Franziska Schroeder, School of Creative Arts

In 2013 I was fortunate to be awarded one of 5 prestigious Professor Sir Ron Cooke International Scholarships. The award allowed me to live in Brazil from January to June 2014 and to research the ways in which music improvisation is taught in Brazilian higher education institutions. My original proposal was to visit some of the main universities in the states of Rio de Janeiro (The Federal University of Rio de Janeiro - UFRJ), of São Paulo (the University of São Paulo – USP), of Mina Gerais (The Federal University of Minas Gerais – UFMG), and in the state of Bahia (the Federal University of Bahia – UFBA).

My research focused on a narrow field of improvisation practice, that of free improvisation, which is only minimally understood but more importantly it is often sidelined in music education. I wanted to find out whether it is even possible to 'teach' a discipline that many practitioners think should not be taught at all, since instructing students to do something in any specific way goes against the entire ethos of improvising 'freely' – of making music in the most spontaneous way. Free improvisation encourages us to consider improvisation not simply as a musical form, but as "a complex social phenomenon that mediates transcultural inter-artistic exchanges that produce new conceptions of identity, community, history, and the body" (Ajay Heble).

To begin, my work had to consider a few basic issues:

1) Which methodological framework would I use?

2) What questions would I ask Brazilian musicians?

3) What did I have to offer to the Brazilian music community?

I decided to shape a methodological framework that I entitled 'neo-anthrop– ethno-auto-graphy': I knew it somehow would be a study on a fairly recent field of improvisation (neo); it would be about communities and people (anthrop); it would be about understanding the Brazilian culture (ethno); it would also include myself as a practising musician (auto) and, being a research project, it would contain written/recorded/documented processes (graphy).

My approach was to be closer to what Lippard (2010) called a model of neo-anthro work, where artists intersect with anthropology in order to intersect with culture, but even further than this my non alliance with strict anthropological or ethno-musicological methods, probably justified the jumbled approach to a methodology of 'neo-anthrop-ethno-auto-graphy'.

I arrived in Brazil in January 2014, when the country was still savouring a period of holiday, alongside one of the hottest summers Brazil had experienced (and yes - people were frying eggs on asphalt!). This initial period of acclimatisation was to reveal a great many factors that would be influential for my way of working in the country. In particular, this time gave me a flavour of why one of the greatest Brazilian artists of the twentieth century, Tom Jobim, had said "Brazil isn't for beginners". Jobim had referred to the fact that Brazilians don't fit easily into schematised explanations, and that notions of contradiction tend to be at the heart of many Brazilian lives due to what is often seen as Brazil's "peripheral" condition. This peripheral placement on the world's map was of course changing clearly with Brazil's hosting of the 2014 World Cup and the forthcoming 2016 Olympic Games. It is worth mentioning that during this time immense tensions were surfacing in the wake of the overwhelming social and political problems in Brazil's pre-World Cup period. Not only were the lives of the poorer communities living

The 'samba school' at the music department, the Federal University of Rio de Janeiro (UFRJ).

in the favelas being changed due to the occupation by Brazil's Special Police Operations Battalion (BOPE), which, at the end of March 2014 occupied one of Rio's largest favelas (Maré), but also the astonishing overspending by the government to provide infrastructures for the World Cup had become a focal point for news discussions.

Moreover, at the time of my arrival, Rio was preparing for the world's largest street spectacle – the carnival, which took place early March 2014. So, it was an incredibly rich, but also confusing time for a female Western academic to arrive and to try and network with academics across universities that were evidently in 'holiday-pre-carnival-pre-World-Cup' mode.

Being able to immerse myself by experiencing incredible Brazilian music in the streets as part of the carnival rehearsals for instance gave me a great insight into the way of the Brazilian lifestyle, the improvisational spirit that is so often talked about. Brazilians call this the *jeitinho brasileiro*, an improvisatory world-making, the Brazilian way of

life, which can be characterised by the notion of improvisation and by 'ginga', that effortless flair with which many in Brazil conduct their lives. It "signals one's ability to respond to situations with solutions that one comes up with in the moment" (Wisnik, 2011), and it is seen as an essential way of 'being'. The sounds and people of the street that I had the fortune to experience in the first several weeks were incredibly important for my research into Brazilian improvisation and Brazilian identity.

By the end of my field-work in June 2014 I had visited more universities than I had originally planned; I had given lectures and workshops on the topic and organised free improvisation concerts with the workshop participants at each university. I talked to staff and students with an interest in free improvisation and therefore gathered over 50 interviews that give insight into the practice in Brazil (You can find my blog and all the materials here: "Video Interviews 'Improvisation in Brazil 2014'").

One of the most remarkable aspects of my visit was the discovery of, and the making links with, the many exciting

View from the 'Pão de Açúcar', the famous sugar loaf.

improvisers *outside* of the academy. This meant that I returned to most cities several times during my work in order to play, to participate in rehearsals, to record, or simply to be part of any scheduled improvisation activity. I was, therefore, able to gain an even better overview of what different improvisers are doing in Brazil. I was also privileged to give two double session interviews at Rio's Radio Mec station, speaking about free improvisation *before* I set out on my work and *after* I had finished the ethnographic enquiries.

In summary, I had an incredibly inspiring research time, framed by experiences such as the famous "Réveillon" (Rio's New Year's Eve Party), the many extremely well-rehearsed Samba 'blocos' during carnival and the start of the World Cup. I met many more improvisers than I had anticipated. I played many more concerts than I had foreseen. I talked to many amazing musicians, met staff and students in each city and they all showed such openness towards experimenting with new ways of playing and learning.

I am grateful to all the improvisers that I met, to Brazil for receiving me with such an open heart and for teaching me some fantastic intricacies of the Portuguese language. And finally, I am indebted to the HEA for enabling this work.

'Sambistas', percussion players in one of Rio's samba schools.

The value of public engagement through the curriculum in enhancing student skills and building research capacity

By Eileen Martin and Emma McKenna, The Science Shop

Eileen Martin

Emma McKenna

Impact and public engagement with research are familiar concepts to every academic researcher in the UK. Most UK research funders ask for evidence of impact as part of funding applications and this call has also been taken up at a European funding level, with public engagement written as a core element of Horizon 2020 funding streams. This focus resonates at the level of undergraduate and postgraduate curricula, with the European Commission (EC) arguing that students must be equipped with the skills necessary to participate in a knowledge economy in order to make Europe competitive in global markets. Types of attributes identified include the application of knowledge and understanding, making judgements and interpreting data, communicating conclusions to different types of audience and developing skills needed to conduct further study in an autonomous way.[1]

The big question of course is how to do this? Queen's University has recently been involved in a €2.7m project with other universities across Europe, which was designed to examine different mechanisms for engaging the public with research, and was known as PERARES (Public Engagement with Research and Research Engagement with Society). Working with colleagues from Norway, Ireland and Belgium, we led a workpackage which sought to examine ways of exposing university students and staff to the research needs of community organisations. A key challenge addressed was how to better embed this work within higher education across Europe. Mechanisms included developing policy workshops, and providing training for taught and research postgraduate students, and for academic staff interested in working on such projects.

The evidence base for the value of collaborative research projects as part of the curriculum is growing. According to the EC, they offer students real, demand-driven and participatory cases to work on, helping them to develop graduate attributes and contributing to graduate employability.[2] Undertaking independent research helps students to develop critical thinking skills and personal and professional skills which are important assets in the job market.[3] The priority of higher education has become teaching students how to continue to acquire new knowledge and, specifically, to *apply this knowledge in a societal context.* It is therefore extremely important to offer this type of experience through the curriculum[4] if students are to acquire the kinds of knowledge, skills and experiences to equip them to play a role in helping to tackle the European Commission's grand societal challenges which are at the heart of Horizon 2020.[5] Key barriers to this work identified by universities across Europe include lack of embedding, competing demands and lack of recognition of academic staff. Engaged courses often rely on the commitment of a relatively small number of academic staff which makes them vulnerable to changes. For engagement to become embedded in the curriculum, it needs to move beyond one or two committed members of staff and become core within academic departments, programmes and modules.

1   These qualities are identified by the European Commission as part of the Bologna Process, known as the Dublin Descriptors.
    See http://www.ehea.info/Uploads/Documents/QF-EHEA-May2005.pdf for more details. Accessed 27/3/2014

2   Mason O'Connor, K.,, McEwen, L., Owen, D., Lynch, K., and Hill, S. (2011) Literature Review: Embedding Community Engagement in the Curriculum:
    An Example of University-Public Engagement.
    https://www.publicengagement.ac.uk/sites/default/files/CBL%20literature%20review.pdf Accessed 1/8/2013 P.27

3   Healy, M., Lannin, L., Stibbe, A. and Derounian, J. (2013) Developing and Enhancing Undergraduate Final Year Projects and Dissertations
    http://www.heacademy.ac.uk/assets/documents/ntfs/projects/NTFS_Project_Gloucestershire_2010_final.pdf Accessed 26/7/13 p.74

4   Mulder, H., (2004) Curriculum Development through Science Shops Paper presented at ICEEM2, Iasi, Romania, Sep 2004 Reprinted (2004) in
    Environmental Management and Engineering Journal 3 (3), pp. 549-560

5   European Commission EU Research and Innovation: Tackling Societal Challenges
    https://ec.europa.eu/programmes/horizon2020/sites/horizon2020/files/InfoKit_UK_240214_Final.pdf Accessed 26/3/2014

A further challenge is competing demands on academic staff. Universities face multiple challenges, including attracting research funding, recruiting and retaining students, widening participation, providing high-quality education, developing income-generating initiatives and responding to research opportunities with business and public sector organisations. Whilst there are supportive academics and institutions, it can be difficult for leaders and academics to create and nurture opportunities for public engagement through the curriculum. There is also no systemic provision of support or continuing professional development in many universities for academic supervisors supporting students in engaged research projects.[6]

This also links to the third challenge, recognition. Many academics are not sufficiently recognised for their work supporting community engaged learning. Engaged learning can be time intensive and require initial set up as well as ongoing monitoring.[7] In addition, many institutions do not value or reward community engagement through the curriculum in staff promotions or student assessment criteria, nor do they have mechanisms in place to support it.[8]

Embedding engaged learning opportunities which combine the pursuit of excellence in education with high-quality public engagement will take time, energy and commitment from leaders and academics in universities and policymakers in the field of higher education at local, national and international levels. Good practice should be developed in this area if students are to engage with issues beyond the boundaries of the university, and to acquire the

Members of the PERARES project presenting their findings in the European Parliament

broad range of skills, knowledge and experience needed for a knowledge economy and knowledge society to flourish. We need to develop the opportunity to expose future researchers to research impact and engagement at an early stage. The practice of co-creating learning opportunities for students in response to community need takes specialist skills and knowledge. Community knowledge exchanges and science shops can offer effective ways of sharing good practice between disciplines and departments, and supporting engaged learning. The opportunity exists to envision an engaged university system which offers opportunities to undergraduates, postgraduates and staff to take a strategic and systematic partnership approach to research issues. Focusing on building research with civil society

organisations into the curriculum as a policy priority will encourage all groups to move forward towards the vision of public engagement and responsible research and innovation.

For further information about embedding public engagement in the curriculum, contact The Science Shop www.qub.ac.uk/shishop science.shop@qub.ac.uk

For more information about the PERARES project see http://www.livingknowledge.org/livingknowledge/perares

6   McEwen I and Mason O'Connor, K (2013) Building Staff/Faculty Capacity for University-Public/Community Engagement. UWE/University of Gloucester.

7   Healey et al op cit p.49

8   Stoecker, R. and Tryon, E. with Holgendorf, A. (2009) The Unheard Voices Temple University Press, US

Queen's University Teaching Awards

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. In 2014, nine Teaching Awards were awarded to colleagues from across the University. Details of the 2014 Award recipients and their accompanying citations are given on the pages adjacent and below.

Student-nominated category

Dr M Satish Kumar, School of Geography, Archaeology and Palaeoecology

This Teaching Award in the Student-nominated category is presented to Dr M Satish Kumar, School of Geography, Archaeology and Palaeoecology. Dr Kumar has a clearly articulated philosophy of internationalizing the curriculum and integrating multicultural dimensions into his teaching. His active learning approach provides an engaging student learning experience. In their nominating statement, his students commended him for, *"a very stimulating module which …bridges the gap between University life and the real world."*

Dr Steven Wilson, School of Modern Languages

This Teaching Award in the Student-nominated category is presented to Dr Steven Wilson, School of Modern Languages. Dr Wilson has developed a range of strategies for involving students in their own learning and developing critical thinking and transferable skills. He has a reflective approach to teaching and incorporates ideas from continuing professional development activities into his practice. In their nominating statement, his students noted that, *"Steven is enthusiastic and very well organised, no matter what the subject matter is, and his passion within his classes has inspired many students to want to achieve their potential and go beyond their own personal expectations."*

Rising Stars category

John Busch, Electronics, Electrical Engineering and Computer Science

This Teaching Award in the Rising Stars category is presented to John Busch, School of Electronics, Electrical Engineering and Computer Science, for the development of a range of innovative projects that use mobile technologies to provide active learning experiences. Mr Busch has a highly student-centred approach and a clear focus on developing valuable employability skills. His iLecture project is an innovation that broadcasts a live lecture which students can access off-campus and enables the provision of immediate feedback to students.

Dr David Laverty, Electronics, Electrical Engineering and Computer Science

This Teaching Award in the Rising Stars category is presented to Dr David Laverty, Electronics, Electrical Engineering and Computer Science for his student-centred and imaginative approaches to enthusing his students and engaging them in active learning. Dr Laverty has sought out employer feedback and adapted his teaching to provide his students with a learning experience that prepares them effectively for their future careers.

Rising Stars category (continued)

Dr Stefano Baschiera, School of Creative Arts

This Teaching Award in the Rising Stars category is presented to Dr Stefano Baschiera, School of Creative Arts (Film Studies). Dr Baschiera has developed a range of good practice that encourages active learning. He uses on-line learning techniques to engage students and develop their ability to provide peer-feedback. His approaches have a strong employability focus, developing skills useful for the screen-writing industry.

**Dr Emma Calvert, Sociology, Social Policy and Social Work**

This Teaching Award in the Rising Stars category is presented to Dr Emma Calvert, School of Sociology, Social Policy and Social Work. Dr Calvert is using a range of innovative methods and resources for teaching Quantitative Methods to students new to statistics. Her active learning approaches help promote students' confidence in their ability to learn statistics and provide a valuable employability skill.

Sustained Excellence category

Dr Suzel Reily, School of Creative Arts

This Teaching Award for Sustained Excellence is presented to Dr Suzel Reily, School of Creative Arts. Dr Reily has, over a sustained period, thoughtfully and carefully planned ways to use a range of technologies to enhance student learning in Ethnomusicology. Her web-based teaching and learning approach develops her students' discipline-specific and diverse transferable skills and provides a practical and engaging student learning experience. She actively seeks out and uses feedback from students to make appropriate changes to her approaches.
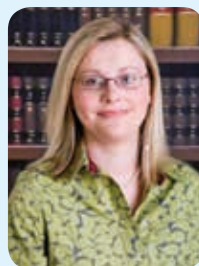
Clare Thomson, Centre for Medical Education. School of Medicine, Dentistry and Biomedical Sciences

This Teaching Award for Sustained Excellence in learning support is presented to Clare Thomson, an e-learning developer in the School of Medicine, Dentistry and Biomedical Sciences. Ms Thomson has a clear educational rationale for her approach to using technology to enhance learning and delivers a comprehensive range of teaching and learning materials within a Medical Education Portal. She seeks out and makes critical use of feedback and uses current developments in pedagogy, including MOOCs and open education resources, to enhance learning.

Dr Aisling O'Boyle, School of Education

This Teaching Award for Sustained Excellence is presented to Dr Aisling O'Boyle, School of Education. Dr O'Boyle uses a range of innovative and active teaching approaches to provide her students with an interactive and engaging learning experience. She has a highly reflective approach to teaching and focuses on student feedback as a guide to planning and delivering her teaching.

Technology Enhanced Learning:
A Medical Student Conference

Clare Thomson, Kieran McGlade (Centre for Medical Education), Gill Kelly (CED) and Russell Kane (Computer Science)

Poster presentation

Jane Hart, Prof Gallagher
Kieran McGlade

Delegates: student presentations

The Centre for Medical Education, supported by the Higher Education Academy, hosted a student centred national conference on technology enhanced learning in Riddel Hall on 3rd October 2014. Presenters and delegates attended from all over the UK and Ireland, including Cardiff, Hull-York, Manchester, Dublin and Galway. It was a packed event with student oral presentations, moderated poster sessions, two keynotes and a world café1 discussion to conclude the day.

Student Engagement

The thinking behind the event was to give students a forum to highlight how they think technology-enhanced learning should move forward within medical education. After all students are the real experts here! All students certainly engaged and presentations were received on topics as diverse as developing a mobile application to help with sorting out malfunction in cardiac defibrillators to students reporting on an online dictionary of medical terms which they have developed commercially.

Also, from presentations about using technology in innovative ways to help promote students' own health to using online stories to promote education about patient safety and professionalism.

Prizes were up for grabs for both oral and poster presentations and students did not give the judges an easy time with high standards throughout. Decisions had to be made however, and Chris Jefferies, University of Cardiff,

came away with the overall prize, full registration at the ASME[2] conference in Edinburgh in July, for his work on *Sepsis: The Development Of An E-Learning Resource for Nursing and Medical Students.* Richard Bosworth from Bristol University won the oral presentation prize for his work in increasing junior doctor confidence in dealing with defibrillator malfunctions. Simi Ninan, also from Bristol, won the poster presentation for the Development of A *"Pre-Prescribing" E-Learning Tutorial for Medical Students.*

Two keynote presentations during the morning provided thought-provoking perspectives of different aspects of medical education applicable to both undergraduate and postgraduate training. The first was on outcome-based training and the other on the importance of social learning to connect with learning.

Professor Tony Gallagher, Cork

Outcome-based Education and Training in Medicine; What it is and how to do it.

In his talk, Professor Gallagher specifically addressed the July 2014 report from the Institute of Medicine in the United States on Graduate Medical Education. He discussed the implications this has for training in medicine and how technology can be optimally used to achieve outcome-based education and training.

Jane Hart

Connected Learning in the Network Age.

In the Network Age, learning is more than just studying courses. It includes connecting with people and learning from a continuous stream of conversation, new ideas and new thinking. Connected learning is not a replacement for traditional learning, but an additional learning channel. However, it is not without its challenges - it requires a new learning mindset, a new set of learning skills and a new set of tools. In her keynote, Jane Hart considered these aspects and their importance and value for medical students.

World Café

To round off the event, and to encourage engagement from all delegates, a World Café style group discussion took place on the topic of *Learning in a Technological World.* Six tables of delegates discussed different aspects of this theme. Discussions were made lively by a time limit on each table and lots of chocolates for added energy. Gill Kelly, Centre for Educational Development and Jane Hart, chaired the event to keep feedback and strands together throughout. All the content was written directly onto paper tablecloths and will be typed up and made available online.

Feedback

Overall feedback from delegates was very positive and a few quotations are included below:

"I had a great time. It's been great to hear all of the presentations that everyone has been doing from other aps to elearning resources and I've actually really, really enjoyed the keynote speakers, both of them. The first really opened my eyes to how useful simulation can be in medical practice and the second one gave actual tips on how to use social media practically in learning at medical school."

"Absolutely great. Great opportunity. ... I suppose what I got out of it is when you are working on a research project yourself you are just working away on your own in a tiny little corner of a topic and to come to something like you can see what other people are doing and share ideas and get insight back into your own research but also just find out what other people are doing. There are some really great projects and being able to spread the word back to my friends."

"There have been really great presentations by everyone, so many innovations and everything and how to blend computing with medicine. ... I have really learned a lot, I mean you can see my notes, I have so many things written down on here and so many things I am going to be looking into myself to try to see if I can develop as well."

The conference provided a showcase for student engagement, of how technology is enhancing both medical education and the clinical experience, Queen's University, and the city of Belfast, and we would like to thank everyone involved in the planning of a successful event.

A gallery of photographs and outputs from the conference can be found at: www.med.qub.ac.uk/TEL.

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1   http://www.theworldcafe.com/
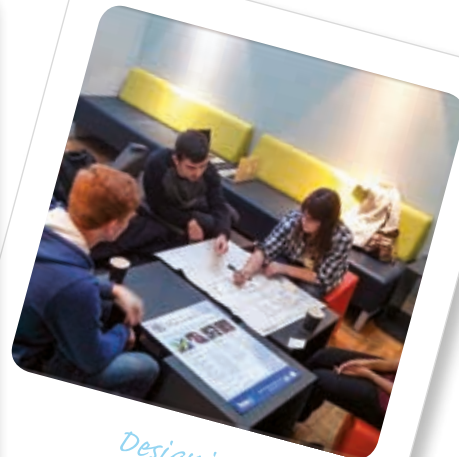2   http://www.asme.org.uk/

Planning

Creating a prototype app

Designing

Hack Day/Hackathon

Following the Technology Enhanced Learning Conference a hack day was hosted with the School of Electronics, Electrical Engineering and Computer Science. Russell Kane chaired a day full of ideas and group discussions at the Computer Science at Elmwood, ECS1 Building.

The aim of the day was not to produce a fully functional piece of software but to start conversations and explore problems and concepts with both fellow medical students and computing students.

Following coffee to wake everyone on a Saturday morning bright and early Russell gave an outline of the day and medical students then proposed problems, both clinical and academic, that they thought could be solved through technology-enhanced solution. The whole group then discussed these problems; whether any tools were in existence and, if not, were there any barriers to creating a technology solution, who would be the users and what devices would be used. From these discussions three ideas were then chosen and the students split into three groups and dispersed around the building to work collaboratively to produce an outline specification for the proposed solution.

The students both from different disciplines and universities came together with incredible ease and got straight down to the business of creating a technology driven solution to each problem. The Computer Science at Elmwood, ECS1 Building was a perfect venue for such an event with informal break out areas on balconies, attics and ground floor and food and coffee was kept in good supply throughout the day.

Despite many students not having met before the day, enthusiasm was high and by the end of day, when it was time to present the prototype, students broke away from their planning with reluctance, indeed all groups delayed for as long as possible in order to keep working.

This was a very exciting and successful collaboration between Schools within Queen's and between UK medical schools. Efforts will be made to maintain talks with the groups in order to take each idea forward with a view to developing the tools/solutions.

MyFuture – a new way for students to engage with all things employability related

by Trevor Johnston, Head of Employer Engagement, Careers, Employability and Skills

Careers Employability & Skills has recently launched MyFuture a new state of the art careers management system to enable students to engage with a wide range of careers, employability and skills related activities. MyFuture can be accessed at http://go.qub.ac.uk/myfuture

The new MyFuture system has all 22,000 Queen's students registered within it and it went live to employers in September 2014 and to students in October 2014. So far we have over 650 employers registered and over 680 employer vacancies. The feedback from employers and students on the new system has been extremely positive and we anticipate a growing number of employers will create profiles and advertise their vacancies.

MyFuture is an intuitive, preference based system with weekly automated target emails and job alerts sent to students. Students can log into MyFuture using the same log in details that they would use for QOL. It has already stimulated an increase in engagement with employer related opportunities and increased attendance at careers events. Students are encouraged to log into MyFuture and view the vast range of careers, employability and skills opportunities and to provide comments and feedback to recruit@qub.ac.uk.

Recently a student tweeted the following message on his twitter account after using MyFuture: "I'm so, so impressed by @QueensUBelfast's @CareersatQueens online platform. If you're a QUB student or recent graduate, make sure to log in"

Careers Employability and Skills offers a wide range of services to students and employers. Students can book appointments to meet with a careers consultant, have their CV checked over, apply for graduate jobs, year-long placements or internships, attend an employer presentation or one of the many careers fairs or events that we offer throughout the academic year. Much of this activity takes place in the new Student Guidance Centre (SGC) Hub on the ground floor of the Student Guidance Centre and all of this activity is promoted through MyFuture, so please encourage students to log on and come along to the events or just call into the SGC Hub.

Alumni Career Mentoring at Queen's

By Eimear Gallagher, Careers, Employability and Skills

Career Mentoring at Queen's is a growing success that relies on the expertise and generosity of alumni volunteers. Students at the University truly value opportunities offered for them to engage with alumni through e.g. career-related panel events, "speed-mentoring" evenings and a one-to-one Alumni Career Mentoring Scheme.

The latter scheme offers an opportunity for any alumnus who has experienced success in their career to give a small amount of their time to help one able and ambitious student who has a genuine interest in following a similar path. The one-to-one nature of the scheme means that this is a great opportunity for alumni based outside Northern Ireland to get involved through 4 half hour conversations with one student, over a period up to 6 months (conversations can take place entirely via telephone, email and/or Skype). Word of mouth among the student body has been a significant factor in growing this Scheme from 12 pairs in 2011-2012 to 75 students seeking a mentor in 2013-2014. One Arts, Humanities and Social Sciences student said of their mentoring experience this year:

"I felt both encouraged and inspired…I believe the scheme is truly unrivalled in providing students with an opportunity to gain an understanding of the careers they are interested in."

At present there are 70 alumni offering to mentor a student. Of these, 31 have volunteered for the first time this year and 84% of the "new recruits" are already mentoring one student. The University operates a selection process for student mentees, based on an application and induction process. It also provides guidance and support to mentors, so that even those mentoring for the first time will be aware of the "dos and don'ts" and the types of topics that are most useful to talk with the mentee about:

"The Scheme is very well organised, structured, and lots of guidance is provided to both mentor and mentee" (Mentor 2012-2013)

The Scheme is open to any able and ambitious student from any curriculum area (both undergraduates and postgraduates). Interestingly, it has been students from areas such as Humanities, Biological Sciences, Law, Business Management, Civil Engineering/Planning and Psychology that have applied in the largest numbers to the Scheme to date. Most student applicants are interested in careers related to their degree such as political consultancy and Human Rights work for Politics students, journalism and film/media for English students or actuarial work and accountancy for relevant Queen's Management School students. It is not uncommon, however, for a student to ask for a mentor working in an area that is not traditionally associated with graduates of their subject but is nonetheless, open to them.

For example, one Social Anthropology student with an interest in banking and finance sought and was matched with a mentor working in a senior banking role. The experience was very positive for both parties and the mentor described the student as being:

".. motivated, has initiative and is resourceful which is all I could ask for of a mentee"

Ultimately, the Scheme seeks to put current and future alumni, with commonly held career interests and aspirations, in touch with each other. It is important to the University that both parties gain something from the experience and we keep in touch with mentors and mentees to ensure that this is the case. Alumnus Chris Boyd volunteered for the scheme for the first time this year and he and his mentee, Rachel Bennett, have provided the following insight into their experiences of the Alumni Career Mentoring Scheme:

Mentor and Mentee perspectives

Mentor Perspectives (John Boyd)

Name: Chris Boyd

Occupation and Location: Self-employed; Consulting and Professional Services, New York.

Career Path: After completing a BSc in Electronics & Electrical Engineering at Queen's, progressed in a variety of industries to senior corporate management roles in Europe and US, before "scratching his entrepreneurial itch" as an independent advisor.

Why did you decide to become a mentor?

Having been active in the Alumni Association, I've noticed a common desire among those of us who end up overseas to 'give back' to Queen's. And having experienced the benefit of a mentor early in my own career, it seemed a natural fit for me.

Rachel's subject of study is quite is different to your own and is not directly linked to her career aspiration. How difficult was it to find topics to talk to her about?

Not difficult at all. I actually found it very refreshing! The key for me is that we were having a supportive conversation, where my questions can hopefully lend some value by both encouraging and challenging Rachel's thinking.

What types of support did you feel you were able to offer her?

From the outset, it was clear what Rachel wanted to achieve and what she described really resonated with me - so kudos to the Careers folks for matching us, because that is vital to success. I think most of the support, from

Mentor Perspectives John Boyd) *(continued)*

my perspective, is empathy. From my own experience it can feel daunting to be headed in a different career direction than most of your classmates.

Did you gain anything yourself from the experience?

Absolutely! Mentoring really is a two-way street. I gain as much if not more than the mentee. In Rachel's case I got very specific insights into what potential employers are looking for today, and very valuable feedback about the importance of promoting more internship opportunities at Queen's.

Have you any comments for mentors and mentees who might be interested in this scheme?

Having been involved in establishing a number of mentoring schemes with professional associations and global corporations, I have no hesitation in recognizing and recommending the Queen's program to other alumni. Not only is the calibre of student exceptional, but the administration and behind-the-scenes organization is second to none, thus ensuring that both you and your mentee are efficiently on-boarded and ready to hit the ground running.

I can't speak highly enough of this program. Having been involved over a number of years in other mentorship programs this is easily one of the best set-up and run programs I have encountered.

My advice is go for it! For mentors, you don't need to be an 'expert' – your curiosity and life experience are much more important. You don't even have to leave your home. If you have Skype and some free time in your schedule, I recommend signing-up. For mentees – the one-to-one coaching opportunity is too good to pass up. Talking through your career aspirations with an outside observer is great practice for job interviews and your participation in a structured mentoring scheme will differentiate you in the eyes of future employers

Mentee Perspectives Rachael Bennett

Name: Rachel Bennett

Subject of Study: Pharmacy (PhD, Experimental Therapeutics)

Why did you apply to the scheme in the first instance and what were your initial expectations?

As a qualified pharmacist, peers and lecturers often assume that the only careers of interest are in community or hospital pharmacy, or after further specialisation with a PhD, in scientific R&D. I have always been interested in

Mentee Perspectives Rachael Bennett *(continued)*

pursuing a career in business, while keeping my scientific background, but was never sure which route was the best to go down; should I stay in academia as a Post-doc, move to the pharmaceutical industry, or apply to general strategy consulting firms and hope to get placed in pharmaceutical consultancy? In applying to the alumni mentoring scheme, I was hoping to get someone working in one of those areas, not necessarily from my own area of study, but someone who knew what it was like to go against the usual career flow. Most importantly, I wanted the viewpoint of someone independent outside of friends, family, and colleagues who could take an objective outlook about my aspirations and experience, and what my chances of success in achieving this were.

You did not know Chris before being introduced to him through the Alumni Career Mentoring Scheme. How easy was it to talk with him about your aspirations?

At first I was nervous as I thought someone from my background may not be taken seriously. However, after our initial email exchange, Chris made me feel comfortable enough to be open about my aspirations, as far away as they seemed at that time! It was reassuring to know that he hadn't taken the traditional route of business/management/finance either, and so, he offered an independent port of call for advice from outside the limits of my academic discipline. Overall it was a really good experience, and his advice has given me the confidence to do things I might not have before, e.g. networking with someone very senior in my area of interest at a meeting.

We have had several Skype and email conversations, and have stayed in touch outside of the formal scheme. I'll definitely stay in touch with him after I graduate.

Have you any comments for mentors who might be interested in this scheme?

It is amazing how much students can benefit from the scheme; even a small amount of advice which may seem insignificant to the mentor can mean a lot to the student. I would definitely put myself forward as a mentor in the future if I was in a position of interest to an applicant.

Have you any comments for students who might be interested in this scheme?

I would advise any student to apply to the scheme when they have an idea of their desired career path. Don't worry about sounding silly! The mentors have a lot of experience, and can help to focus ideas as well as offering advice. Sometimes just saying something aloud and hearing an independent party repeating it can help with those big decisions. Your future mentor may even have additional contacts who could help further with what you are looking for.

The Flexible Teaching Space Room PFC/03/017 – Availability for Semester 2

Technology in the room has been updated this year and comprises:

- 20 charged, wireless Microsoft Surface Pro tablet PCs
- 7 plasma screens/ smart machines
- 40 Personal Response System handsets (voting technology)
- DVD / VCR Solid state digital video cameras
- Flexible lighting

General View of Flexible Teaching Space

- Movable facilities include:
- Modular folding tables
- Power and Data towers for connecting tablet PCs to plasma screens
- Folding chairs
- Stools
- Whiteboards

The Flexible Teaching Space (PFC/03/017) is a room specially designed to support active and interactive learning with technology for classes of up to 60 students working in groups. The space affords staff greater opportunity to interact with students in an environment which encourages thinking and questioning on topics as well as group discussion.

For second semester 2014-15, there are a number of slots still available:

Day	Morning	Afternoon
Monday	9am-10am	12pm-1.30pm
Tuesday	9am-10am	1pm-4pm (only available to 2pm in week 21
Wednesday	**None**	1pm-3pm (only available to 2pm in week 30)
Thursday	9am-10am	1pm-2pm and 4pm-5pm
Friday	9am-10am	12pm-2pm and 4pm-5pm

- If you would like more information about using this environment to support your students' learning, please contact Gill Kelly, Centre for Educational Development, on extension 1569 or email g.m.kelly@qub.ac.uk .
- If would like to enquire about available time slots, please contact Timetabling & Room Booking roombookings@qub.ac.uk

CED Conference 2015
Blending the Learning: incorporating technology in your teaching
Thursday 25th June 2015

The CED 9th annual conference will take place on Thursday 25th June 2015 in the Canada Room/Council Chamber. This year's theme is Blending the Learning: incorporating technology in your teaching.

We are pleased to confirm that the keynote speakers will be:

Professor Mark Brown, *Director, National Institute for Digital Learning, Dublin City University.* Over the last decade, Mark has played key leadership roles in the implementation of several major digital learning and teaching initiatives, including the enterprise-wide deployment of Moodle, the development of the Mahara eportfolio system, and the university-wide implementation of a Massive Open Online Course (MOOC) platform [Open2Study]. Professor Brown's main research interests are in the areas of digital learning, blended learning, learning design, effective pedagogy, teaching and learning development, the nature of the student learning experience, and the forces and tensions influencing educational policy. A notable feature of Mark's research is a deliberate effort to ensure his work is critical, pedagogically-led and globally connected - whilst also locally relevant with a strong emphasis on impact.

Russell Stannard, *freelance consultant in ICT and Education, and part-time Principal Teaching Fellow at the University of Warwick.* Russell is a freelance trainer and conference speaker in ICT and Education. He has won three internationally recognised awards for his work in feedback and his www.teachertrainingvideos.com website, which is now visited by more than 350,000 users a year.

Currently he is focussing his work on:

- Blended Learning

- Using technology for feedback and assessment

- ICT and reflection

- The Flipped Classroom

- Developing distance learning courses

- Moodle training

Further information on the CED conference, including registration information, will be available on the CED website in the new year.

CED Guest Speaker Series and Conference, Semester 2, 2014-2015

Event:	Engaging home and international students: a practical theory
Presenter:	Dr Rachel Scudamore, University of Nottingham
Date, time and venue:	Wednesday 25 February 2015, 1.30 – 4.30 pm, IPSC

Event:	Motivating Student Learning
Presenter:	Dr Kate Exley, Higher Education consultant
Date, time and venue:	Tuesday 19 May 2015, 1.30 – 4.30 pm, Canada Room/Council Chamber

Event:	Blending the Learning: incorporating technology in your teaching
Presenters:	Mark Brown, Director, National Institute for Digital Learning, DCU Russell Stannard, University of Warwick
Date and venue:	Thursday 25 June 2015, 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

Learning and Teaching Workshops, January – March 2015

Further course information and registration details are available at www.qub.ac.uk/ced

JANUARY				
14	Jan	2015	Experiencing and Facilitating Online Learning (part 1)	2 pm – 5 pm
21	Jan	2015	An Introduction to Queen's Online for Learning and Teaching	2 pm – 5 pm
22	Jan	2015	Laboratory Demonstrating	2 pm – 5 pm
23	Jan	2015	Small Group Teaching	10 am – 1 pm
28	Jan	2015	Experiencing and Facilitating Online Learning (part 2)	2 pm – 5 pm
28	Jan	2015	Preparing and Giving Lectures – Part 1: Tips and Theory	2 pm – 5 pm

FEBRUARY				
4	Feb	2015	Preparing and Giving Lectures – Part 2: Practical session in small groups	2 pm – 5 pm
11	Feb	2015	Using GradeMark to Give Feedback	2 pm – 5 pm
11	Feb	2015	Teaching with Emotional Intelligence	2 pm – 5 pm
18	Feb	2015	Dynamic PowerPoint Presentations	2 pm – 5 pm
18	Feb	2015	Small Group Teaching	2 pm – 5 pm
25	Feb	2015	Using TurnitinUK Originality Checking Software	2 pm – 4.30 pm

MARCH				
4	Mar	2015	Engaging Students in Assessment and Feedback	2 pm – 5 pm
4	Mar	2015	Using Computer Assisted Assessment	9.30 am – 4.30 pm
11	Mar	2015	Creating Interactive Learning Resources Using Excel 2013	2 pm – 5 pm
18	Mar	2015	Teaching Larger Classes	2 pm – 4.30 pm
18	Mar	2015	Using the Personal Response System in your Classes	2 pm – 5 pm
25	Mar	2015	Using Technology to Enhance Online Learning	2 pm – 5 pm