

# Strategic context: the role of the University in supporting staff to enhance learning & teaching

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# Culture Change

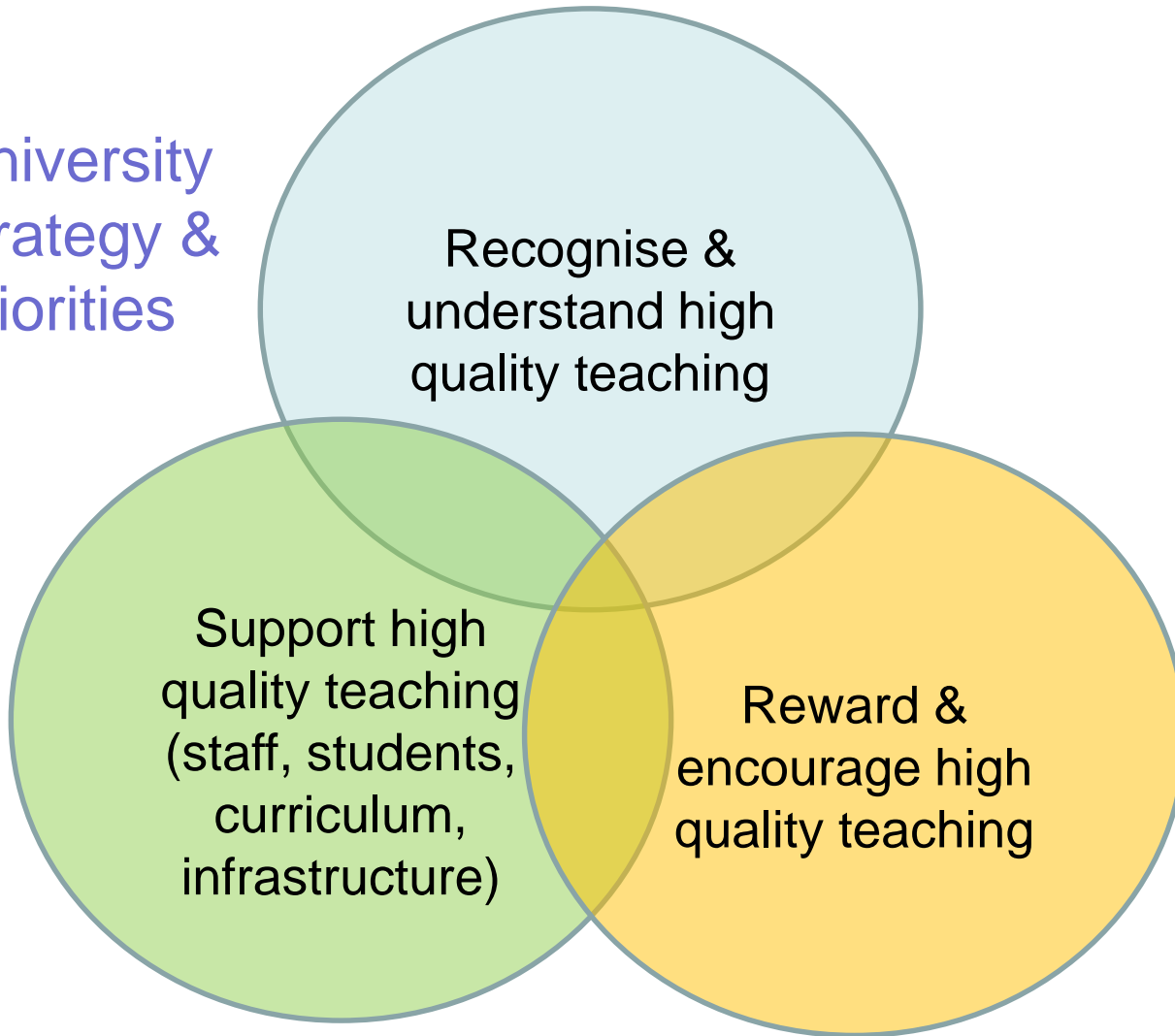
External drivers (eg national policy, student demographics)

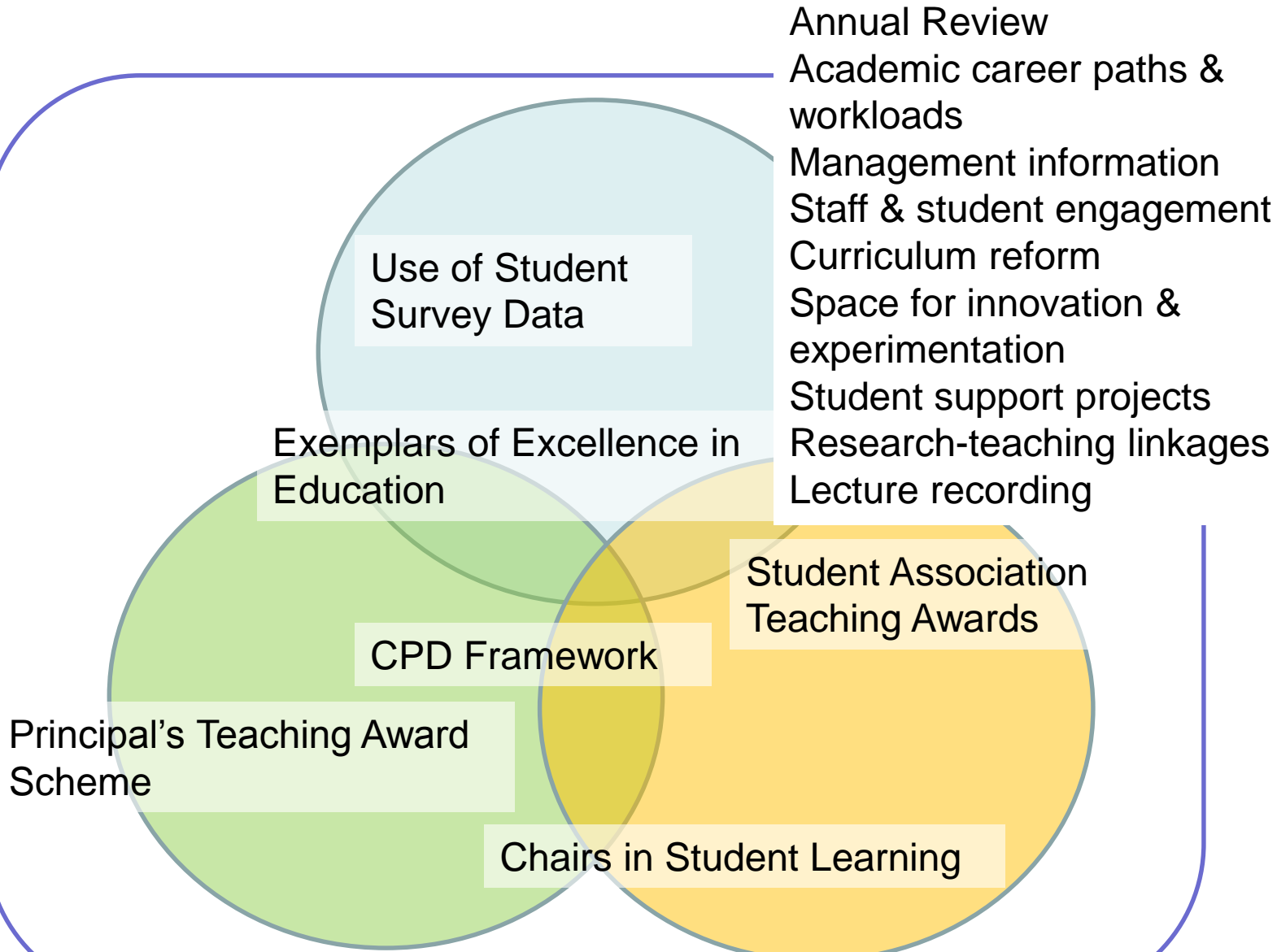
University  
strategy &  
priorities

Recognise &  
understand high  
quality teaching

Support high  
quality teaching  
(staff, students,  
curriculum,  
infrastructure)

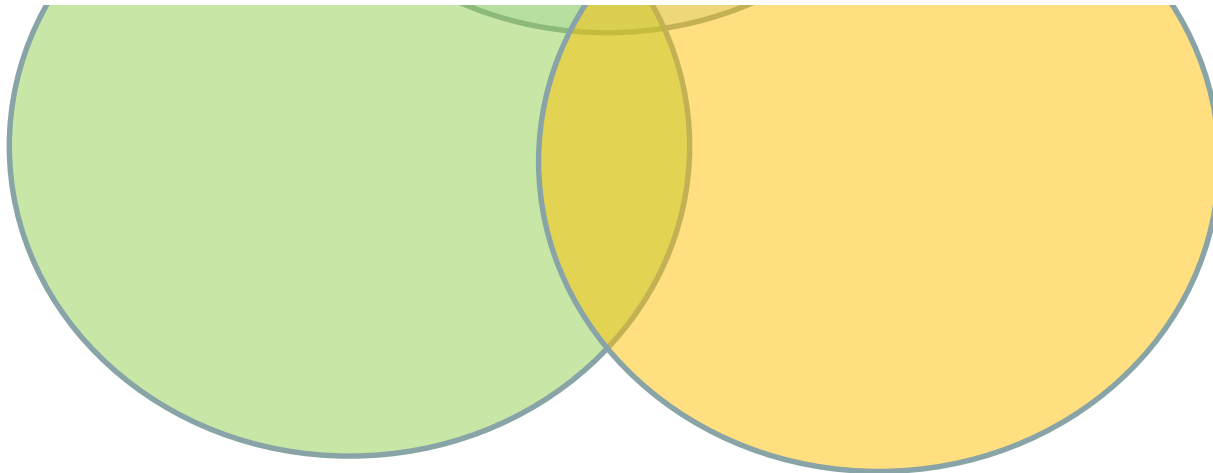
Reward &  
encourage high  
quality teaching







All the right notes, not necessarily in the right order  
Culture change is complex, requires consistent focus  
and can be hard to assess from within



## Teaching as an unambiguous strategic priority

- Academic Careers:  
recruitment, annual review, promotion
- Investment in training for university teaching
- Informal support, conversations about teaching,  
networks & communities of practice
- Support for innovation, experimentation &  
enhancement

# Academic Careers: recruitment, annual review, promotion

# Reward & Recognition (Promotion)

Challenge:  
Converting policy into  
practice & impact

Approach:  
Exemplars of Excellence  
in Education (additional  
guidance for academic  
promotions)



Promoting teaching: the  
exemplars of excellence  
in student education




# Recruitment (Academic selection “Toolkit”)

## Approach:

For posts that include a significant teaching element  
Principled framework & supporting resources  
Range of methods for efficient, practical & measurable  
assessments of teaching ability & commitment

## Impact:

Setting clear expectations for candidates  
Flexible & practical  
Will become compulsory



# Informal support, conversations about teaching, networks & communities of practice

# Practice sharing, celebrating & promoting teaching



## TEACHING MATTERS

Links to IAD case studies, teaching matters and other case study collections around the university

<http://www.ed.ac.uk/institute-academic-development/learning-teaching/practice>



## GeoScience Outreach and Engagement

### Course Outline

The structure, benefits and challenges of the course, including student and client testimonials

# Teaching Matters Blog

<http://www.teaching-matters-blog.ed.ac.uk/>

12TH APRIL 2017

## Peer Instruction



During lectures, it's very common to ask questions to the students. But only a comparatively small number of students can ever answer directly, and even then it's often 'the usual suspects'. What about students who don't get a chance to respond, or who don't wish to speak up in front of the whole class? It's also common to ask students to discuss things with each other, but are they discussing productively – do they have enough guidance on what to discuss – and can they get a feel for what they talked about, en masse?

10TH JUNE 2016

## Good teaching – student and teacher perspectives from the Conservation Science course



*The Conservation Science course on the top of Cairngorm Mountain after discussing how to conserve Scotland's alpine ecosystem that is threatened by climate change.*

A student and a teacher from the Conservation Science course in the School of Geosciences share their thoughts on what makes good teaching.

Gergana Daskalova (student in the University of Edinburgh 2015 Conservation Science Course):

# Networks & communities of practice

## IAD Masters network

This network is for Programme Directors, administrators, course organisers, and learning technologists who deal with Masters students. There are lunchtime seminars and a mailing list to enable discussion, collaboration and sharing of information.

## Directors of Teaching Network

A network for sharing ideas around learning and teaching, including assessment and feedback.

## Experienced teachers' network

A network for experienced teachers who wish to share ideas about teaching informally with colleagues. The network also aims to influence teaching policy and practice in the University

## Edinburgh Network: Growing Approaches to Genuine Engagement (ENGAGE)

A network for students and staff interested in student engagement.

## Scholarship of teaching & learning network

A network for staff interested in researching, evaluating and disseminating their teaching practice.





# Support for innovation, experimentation & enhancement

# Secondments to the IAD

- **Structure**
  - Part-time, usually up to 2 academic years
  - Specific focus with broader relevance and links
- **Projects**
  - Identification and prioritisation jointly with College/School committees
  - Dissemination and practice sharing via IAD
- **Past Projects**
  - English language support for on-line Masters; Edinburgh Award; Sustainability in the curriculum
- **Current Projects**
  - Implementing Flip Classroom; SLICCs; Widening Access; Excellence in doctoral education programme

# PTAS – Principal's Teaching Award Scheme

Making the classroom more inclusive



Back in October I'd been working on a project with [PTAS](#) funding to produce material in a variety of leaflets for the history department. The project aimed to produce

Improving Academic Practice with Turnitin



What does good teaching look like to students?

Turnitin can be effective for detecting plagiarism, summarizing, and paraphrasing.



The [Edinburgh University Students' Association Teaching Awards](#) have been running since 2008, providing annual highlights of the contributions that academics, supervisors, student tutors and support staff make to the student experience. Students are encouraged to





## Board Game Jams and Creative Learning



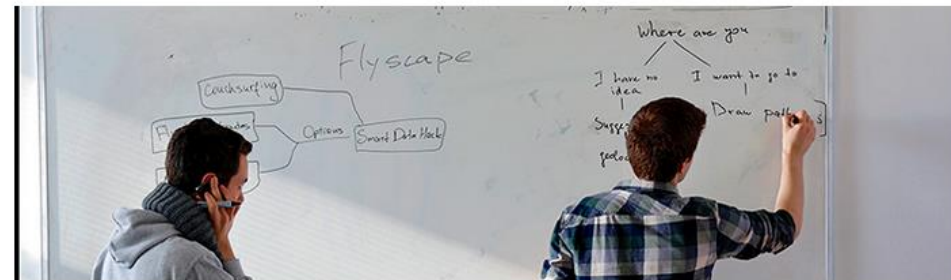
Playfulness has always been closely tied to the act of learning. My mother was also my kindergarten teacher may have said. Whenever I have an opportunity to bring something

Using video demonstration and peer-feedback to develop laboratory skills



A Reader in Chemistry assessment and feed

## Hacking into Experiential Learning: Smart Data Hack



When we started the Smart Data Hack in 2013, the premise was simple: take a bunch of tech-savvy students, challenge their imaginations and coding abilities with problems and data from 'the real world', then sit back and see what happens over the five days of

# How is teacher development incentivised in your University?

Recruitment and promotion?  
Support and training?