

Teaching and learning styles and peer support at The University of Manchester

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National context

“..we will put excellent teaching back at the heart of every student’s university experience...and the forces of competition [will] replace the burdens of bureaucracy in driving up the quality of the academic experience.”

‘Students at the Heart of the System’, Department of Business Innovation and Skills, June 2011

“Higher education should attract, and in some measure create, students who will make demands upon their teachers, and teachers who can both satisfy those demands and **stimulate further curiosity and intellectual energy**”

The Robbins Report into Higher Education, 1963

“...university teaching is not a delivery process. On the contrary, **it's a sort of conversation** and in a conversation, listening is as important as speaking.”

Paul Ramsden, Times Higher Education, 11 August 2011

The vision at Manchester

“To provide a superb higher education and learning experience to outstanding students, irrespective of their backgrounds, and to produce graduates distinguished by their intellectual capabilities, employability, leadership qualities, and their ability and ambition to contribute to society”

Strategic Plan ‘Manchester 2020’

Development of degree courses

- Aims and learning outcomes for teaching, learning and assessment
- National reference points:
 - Framework for Higher Education Qualifications
 - Subject benchmarks
 - Credit framework (1 credit=10 hours of **learning**)
 - Key Information Set

From Accounting to Zoology...

- Lectures
 - Seminars/tutorials
 - eLearning/blended learning
 - Enquiry-based learning
 - Laboratories/practical/clinical sessions
 - Placements/year abroad
- Contact hours...

Framework for teaching & learning

- Manchester Matrix
 - Personalised learning
 - Research informed teaching
 - Staff training and development
 - Peer support
- University College for Interdisciplinary Learning
- Learning Commons
- Student Charter

Manchester Matrix: purposes of a Manchester UG education

1. To develop critical thinking and higher order conceptual reasoning and analytical skills
2. To promote mastery of a discipline
3. To broaden intellectual and cultural interests
4. To prepare graduates for professional and vocational work
5. To challenge and equip students to confront personal values and make ethical judgements
6. To prepare graduates for citizenship and leadership in diverse, global environments
7. To develop advanced skills of written and verbal communication
8. To promote equality and diversity.

<http://documents.manchester.ac.uk/display.aspx?DocID=9804>

- “Manchester graduates will have been encouraged to develop their intellectual curiosity, will have learned how to learn, will have a clear grasp of the fundamental differences between fact and opinion, truth and falsity, validity and invalidity, and will have acquired the basic intellectual tools of logical analysis and critical inquiry”.

Assessment to cover logical reasoning,
analysis, synthesis and evaluation

Personalised learning

- All students should have the opportunity for significant interaction with teachers on an individual or small group basis.
- All students will have an Academic Adviser whose role will include:
 - Assisting students with the planning of short-term and long-term targets for development
 - Helping students both to identify the skills being acquired and to recognise progress towards fulfilment of the *Purposes of a Manchester Education*
 - Making weekly contact with students using an appropriate combination of face-to-face meetings, e-mail, on-line communications
- All students should be afforded opportunities to choose optional units in order to pursue their individual academic interests.

<http://documents.manchester.ac.uk/display.aspx?DocID=8521>

Research informed teaching

“Not just learning from books!”

Brian Cox (Physics)

Andre Geim and Konstantin Novoselov (Graphene)

Nancy Rothwell (Life Sciences)

Geoff Beattie (Psychology)

Philip Manning (Palaeontology)

Staff training and development

- All new staff required to complete the 'New Academics Programme' (NAP) as a condition of probation
- NAP accredited against UK Professional Standards Framework for Teaching and Learning in Higher Education
- Support and development for teaching
- Parity of teaching and research in promotions process

Peer support: PASS

- Facilitated, group learning opportunity that uses the experiences of higher year students (PASS leaders) to support the learning of lower year peers.
- Supports the transition into and through HE.
- A supplement: **not** a replacement for teaching.

What the students say about PASS...

<http://www.pass.manchester.ac.uk/>

University College for Interdisciplinary Learning

- Suite of optional modules that bridge disciplines, focusing on big issues and global challenges drawing on multiple perspectives.
- Programme of open lectures.
- Aim to help our students become graduates who are mature thinkers, capable of acquiring, interpreting and analysing knowledge, contributing effectively to their own development and to the world around them as a “global citizen”.

www.manchester.ac.uk/college

- Units in development include:
 - Leadership in Action
 - Physics and the Grand Challenges of Today
 - Becoming Global
 - The Art of Enterprise
 - ‘You can’t say that!’
 - Figuring out the world
 - Who wants to grow old?

Learning Commons

- Creating space for learning as well as teaching...

<http://www.studentnet.manchester.ac.uk/enhancing-my-experience/>

Student Charter

- Developed jointly with Students' Union
- Sets out how we establish and maintain clear mutual expectations for the experience of all students:
 - Our learning experience
 - Personal and academic development
 - Communicating and interacting with each other
 - Respecting and valuing each other
 - Being part of our community
- Staff and students as partners in a learning community

Any questions?