Talking about your pedagogy

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6th July 2022

Aims for today

- This session aims to provide an opportunity to
  - Talk about SoTL and pedagogic research
  - To provide a space to begin to draw out and define your golden thread/approach to teaching and learning
  - To forge a community of practice in the scholarship and research of teaching and learning at the University of Manchester

What is scholarship?

"SoTL is a **research-led** form of **professional development**, and has the potential to **inform policy and practice** at institutional level."

Higher Education Academy. Defining and supporting the Scholarship of Teaching and Learning (SoTL): A sector-wide study. 13/01/2016

What is scholarship of teaching and learning?

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Thus two aims:

- Ultimately must enhance the learning experiences of students
- And should produce an "*artefact, a product, some form of community property that can be shared, discussed, critiqued, exchanged, built upon*"

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Scholarship of Teaching and Learning (SoTL) vs Pedagogic Research?

SoTL (from Haigh 2010 and UU 2022)

- A practical and situated enquiry in a particular context that is driven by a desire to improve teaching practice and student learning in particular contexts

- Involves reflection on teaching practices and student learning

- Evidence based

- Requires engagement with the (discipline specific) T&L literature

- Involves public dissemination for evaluation by peers

Pedagogic Research

- Aims to contribute to knowledge and T&L and inform a broader audience that exists beyond the local context of that work

- Same as SoTL? A subset of it? Goes a step further than it? Does it even matter?!

Multiple levels that SoTL and PedR operate at

Immediate context

Institutional context

Disciplinary context

Wider contribution to understandings of T&L

Three different levels of the HE system

- the **micro** level at the centre of the HE system, where academics are engaged with their students and investigating their own practice; and the department where the disciplinary community of academics operates;

- the **meso** level, the institution and the impact of its strategic direction; its policies on staff development and promotion;

- the **macro** level of the HE system, the national and international frameworks (regulations, incentives, and various steering policies) and communities that impact and interact. At this level, we also recognise the need to take account of sectorial and disciplinary diversity

Schulman, Lee S. Teaching as community property: Putting an end to pedagogical solitude. Change 25.6 (1993): 6-7.

How is SoTL and PedR done?

- Build understanding
  - of the context and the outcomes – students
  - of those that have gone before you – literature and colleagues
- Plan and do something that should enhance the learning experiences of students
- Disseminate and Reflect
  - critical reflection – individual, with peers, with students
  - disseminate – knowledge exchange and impact

How do you translate all of this to thinking and talking about what you are doing?

Talking about your SoTL

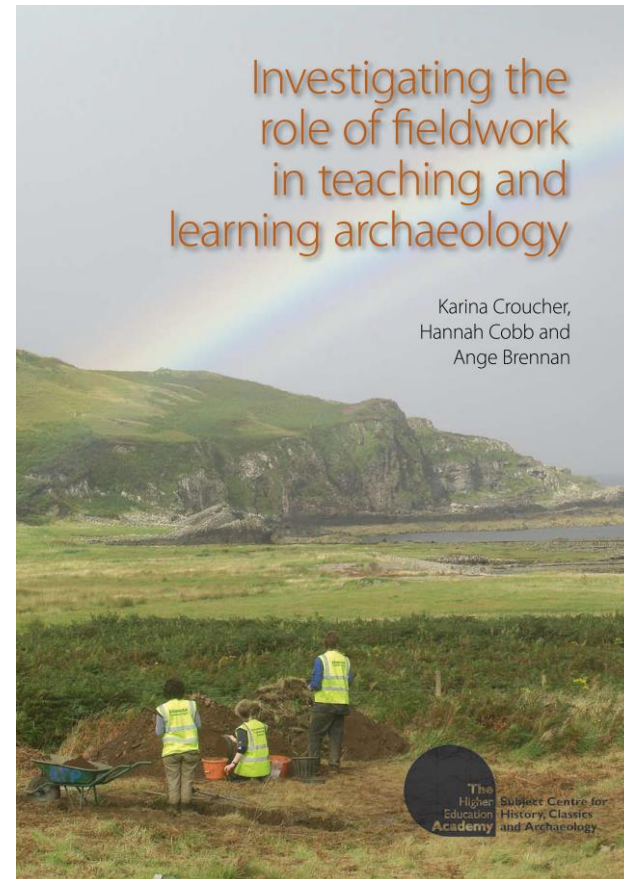|	
🟧	What did you do?
?	Why did you do it?
🟡	What was the reach?
📈	How beneficial was it to those it reached?
🔍	How can you evidence your statements?

Reach, Value, Impact

- **Reach:** The scale of influence. Though 'geographic' reach may be important for some nominees, it is useful to consider other ways that a nominee can demonstrate reach. Some nominees may demonstrate reach at a department/ faculty/ institution/ national/ global level, for example, but others might provide evidence of how their practice has reached different groups of students, individuals and/or organisations

- **Value:** The benefit derived for students and staff (which may take different forms). Value may include qualitative evidence such as a change in approach to learning among students or staff. For example, evidence may be provided about how the work being described has added value to the student learning experience or to teaching practice. Value may also relate to the quality of enhanced experiences and the meaningfulness of practices. Some nominees may also be working in settings where there are positive explicit ethical elements to their practice.

- **Impact:** The difference that has been made to policy, practice and/or student outcomes as the result of an activity. The focus here is on explicit evidence of positive change taking place. Impact evidence can be both quantitative and qualitative, but it is important to show how the activities described have changed teaching practice and/or learning outcomes.

Output and Recognition

What
- New teaching material
- Websites / blogs / twitter
- Talks, chapters, books
- Training, workshops
- Advising committees & working groups
- Changing policy & practice
- Leading initiatives
- Pedagogic research

Where
- Within your course
- Department (individual or all)
- Faculty
- University
- T&L groups/conferences
- Other universities (NTR)
- Accrediting bodies
- Government / industry

Shortly we will open the floor for you to talk about your SoTL/PedR but first some case studies!

What did you do?

Why did you do it?

What was the reach?

How beneficial was it to those it reached?

How can you evidence your statements?

What do I [Hannah] do?

Investigating the role of fieldwork in teaching and learning archaeology

Karina Croucher,
Hannah Cobb and
Ange Brennan

Archaeological Skills Passport
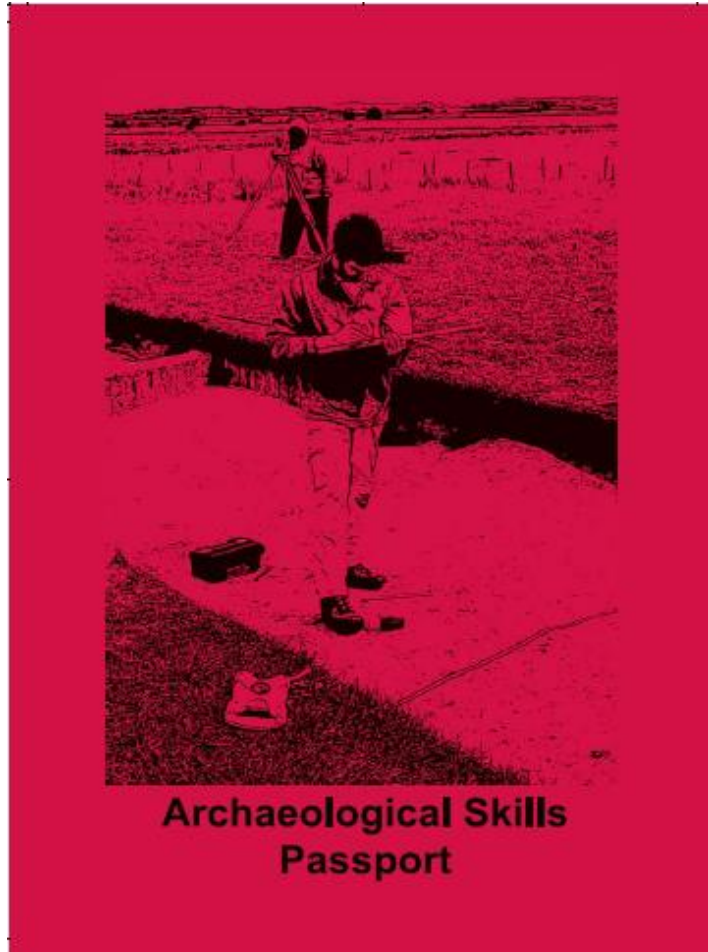
- Have been involved in SoTL and PedR all of my career
- HEA History, Classic and Archaeology Subject Centre

The Ardnamurchan Transitions Project
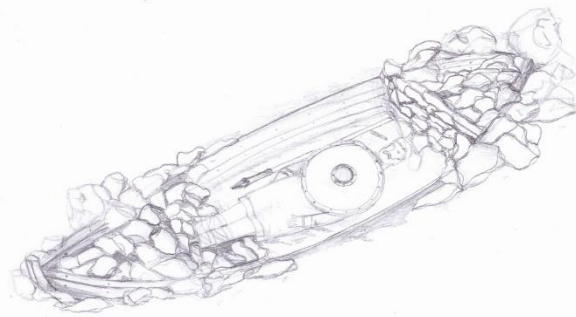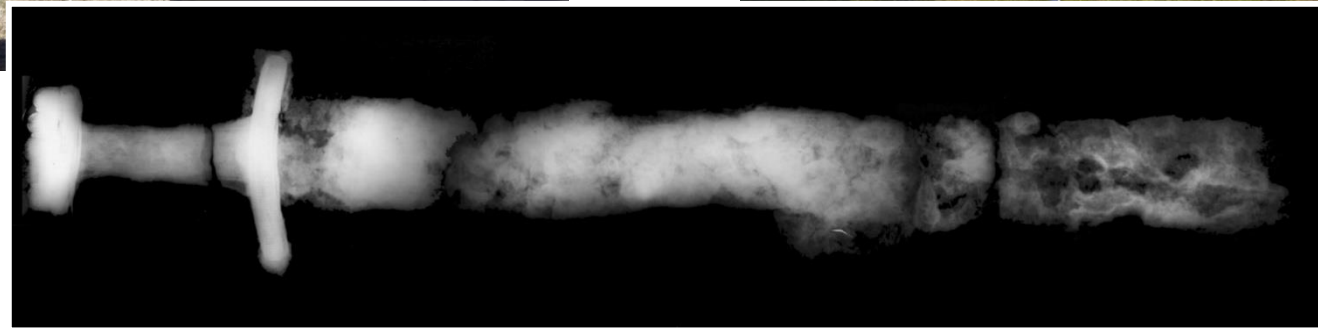
The Ardnamurchan Transitions Project

- **Cobb H. L.**, Harris, O., Jones C., and Richardson P. (eds) 2012. *Reconsidering fieldwork: Exploring on site relationships between theory and practice*. New York: Springer.

- **Archaeology Training Forum award** for excellence in training, learning and professional development, 2014
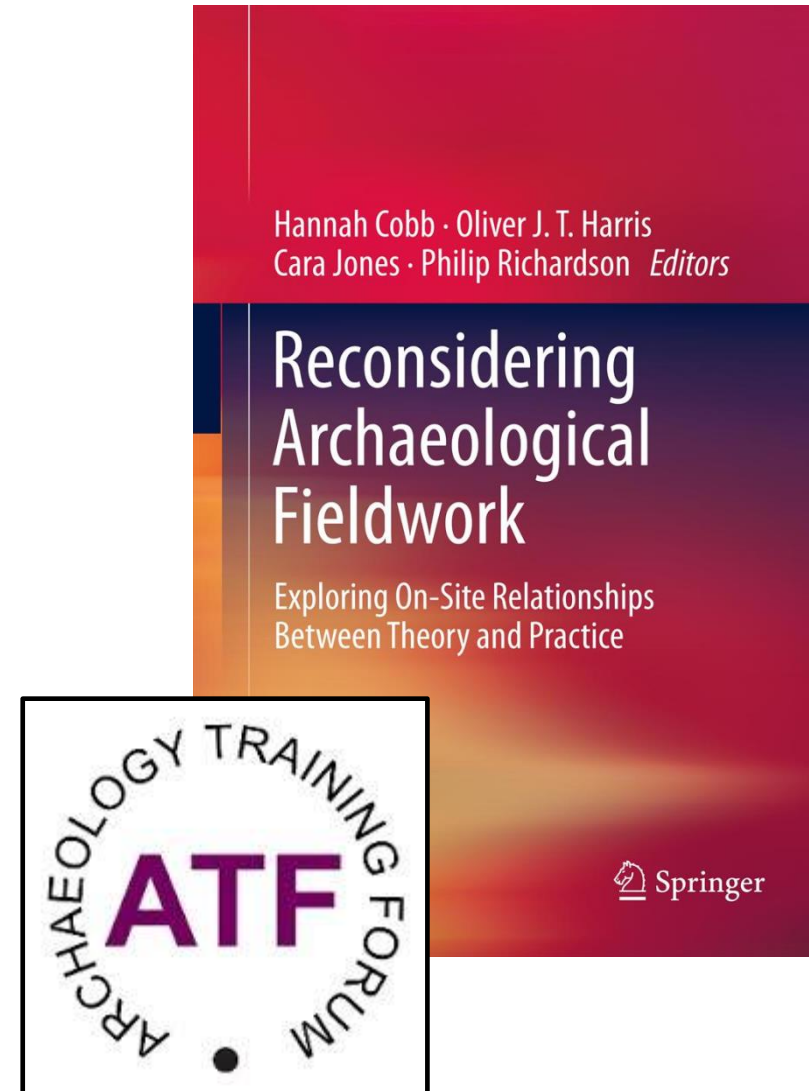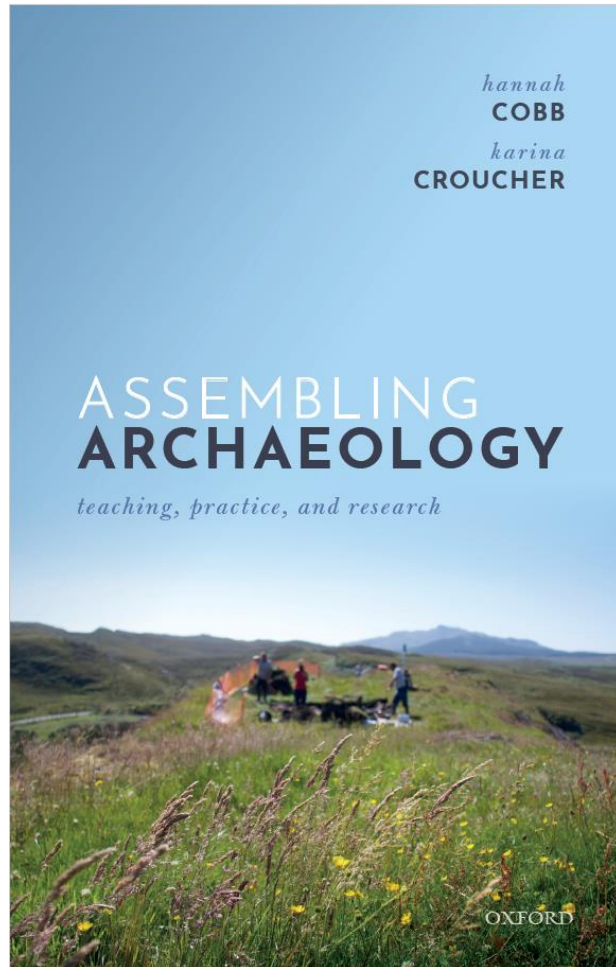
T&L and Equality, Diversity and Inclusion

- Digging Diversity 2011 and 2017
- CIfA Equality and Diversity group

CIfA | Equality and Diversity Group

All of this coalesced into a novel pedagogic approach

- Cobb, H., and Croucher, K. 2022. Wellbeing and Archaeological Pedagogy. In Everill, P. (ed) *Wellbeing in Archaeology*. London: Routledge.

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- Cobb, H., and Croucher, K. 2019. Rising, Falling, Assembling: Pedagogy in British Archaeology. In P. Messenger and S. Bender (eds) *History and Approaches in Heritage Studies.* Florida: Florida University Press. Pp 181-195.

- Cobb, H., and Croucher, K. 2016. Personal, Political, Pedagogic: Challenging the binary bind in archaeological pedagogy. *Journal of Archaeological Method and Theory* 23(3), 949-969.

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- Cobb, H., and Croucher, K. 2012. Field Schools, Transferable Skills and Enhancing Employability. In Mytum, H., (ed). *Global Perspectives on Archaeological Field Schools: Constructions of Knowledge and Experience.* New York: Springer, pp. 25-40.

- Cobb, H., and Croucher, K. 2009. Guest editors: *Research in Archaeological Education Journal*, Volume 1(issue 2), 2009, Prehistoric Pedagogies theme.

- Brennan, A., Cobb, H., and Croucher, K. 2008. *Investigating the role of fieldwork in teaching and learning archaeology.* Lancaster: Carnegie Publishing.

ASSEMBLING ARCHAEOLOGY
teaching, practice, and research

hannah COBB
karina CROUCHER

OXFORD

What do I [James] do?

FSE Guidance on Student Study Hours

How long should students study for each week?

Each University of Manchester credit should be equivalent to 10 hours of study (e.g. 100 hours for a 10 credit unit), this includes all aspects of studying: revision, attending lectures, independent study, etc. [UoM Credit Equivalence, ECTS]. Our UG students generally take 60 credits per 15 week semester (12 weeks term-time plus 3 weeks revision); this equals 40 hours of study per week.

Some of this time will be "contact hours" where students are in front of staff[1]. The rest will be "independent learning" which is any study time where staff are not present, confusingly including times where students work together. The way a student spends their independent learning time is just as important as the way they spend their contact hours (see "Why should we be doing this?" below) and as such we should provide guidance and support – especially in the first few semesters.

For this reason we are recommending that all student study time be guided. This has two parts, firstly working out the study hours for each "type" of study (lectures, solving problems sheets, etc.). When doing this we should ensure that similar units have a similar breakdown of study hours. The second part is to provide the students with guidance for each type of study – this will obviously differ for each unit. The next two sections deal with each part in turn (study hours and guidance).

While you should be planning week by week guidance similar to the examples given below we are collecting aggregated data that can check for some of the more obvious warning flags (e.g. have you left enough time for revision, do students get to practice the material from the lectures during the semester, etc.).

Study Hours

How should the 100 hours for a 10 credit unit (or 150h for 15 credits) be broken down?

Start with the ILOs. For each ILO a student is likely to need:

1. **Explanation** of the background concepts and ideally **instruction** on how to do the related task (e.g. a demonstration, or fully solved examples, etc.). This is commonly done through lectures but it might include guided reading of a textbook, pre-recorded videos, or something else.
2. **Review of new material**. Students should spend some time going back over the new material themselves to make sure they understand it. Ideally they should repeat this on an increasing interval [see "Spaced Repetition" – Wikipedia, Gwern]. And students should briefly skim their notes beforehand to prepare them for learning the material [Teach Students How to Learn - McGuire]. I would expect this to take between 20mins and 1h per hour of lecture (or equivalent if not using lectures for the initial explanations and instruction).
3. Once students have the basic concept, they need **guided practice, ideally with feedback**. For ILOs like "describe" or "explain" they need to be talking to each other or writing down

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[1] This include being virtually front of in the case of eLearning. "Staff" includes TAs and lab technicians as well as lecturers. See [QAA Explaining Contact Hours] for a more thorough definition.

What do I [James] do?

The three key to effective learning

- What is effective learning?
- ---
- To remember something **repeatedly practice recall**
  - Testing Effect

Copyright (c) Association for Psychological Science

- Roediger III, Henry L., and Jeffrey D. Karpicke. "Test-enhanced learning: Taking memory tests improves long-term retention." Psychological science 17.3 (2006): 249-255.

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understand something **think deeply and form connections**
reduce procrastination **plan your week and use mental contrasting**

Effective Learning - Part 1
Author: James Brooks Added on 10-Sep-2021 Duration: 0:13:25

Options

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Academic Advising and 1st Year tutorials

Draft proposal 07/07/2021

James Brooks, Leszek Majewski, Emad Alsusa, Ognjen Marjanovic

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The current system

Benefits of the current system (that we don't want to lose):
- Strongly encourages weekly work from students. Helps them transition from A-level.
- Acts as a regular check on both student achievement and engagement.
- Students teach and support each other.

The main downsides of the current system:
- Many academics lack expertise for supporting all tutorial subjects.
- Not much feedback gets back to the unit leader about tutorial answers.
- There are a lot of questions:
  - 50mins is not enough time to cover all of them.
  - We are asking a lot of our students.
- There is not much time to discuss the academic advising aspects.

Changes to the 1st year tutorial questions

- Split the tutorial questions from the academic advising.
  - Academic advisors focus solely on that aspect of their role.
  - Tutorials are run by Teaching Assistants (PhD students or PDRA), supported by the unit leader, using a similar model to the 1st year maths tutorial system.
- Format for 1st year tutorials
  - Students asked about just two unit each week. E.g.:
    - Week 1, 3, 5 …: DSD, Circuits
    - Week 2, 4, 6 …: Measurement, Materials
  - Students submit their answers 24h before the tutorial, a GTA marks the work.
  - GTA gives a debrief to the unit leader on areas that students found difficult.
  - About 20 students will be assigned to each tutorial and each GTA runs 3x1h sessions a week. Thus, we will need about 5 GTAs per subject.
  - Unit leads are encouraged to update the tutorial questions for this, but it's not required, they can just pick from the existing set of tutorial questions.
- Role of the Teaching Assistants (TAs):
  - Run 3 x 1h tutorials every other week.
  - Mark the students work.
  - Give a debrief to the unit leader on areas that students found difficult.
  - Suggest updates/changes to the questions and model answers.
  - Attend the 2 feedback/training/catch-up sessions with Leszek per semester.

Draft proposal 07/07/2021

James Brooks, Leszek Majewski, Emad Alsusa, Ognjen Marjanovic

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Effective Learning - Pa...
Author: James Brooks Added o...

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Oct 2018   james.brooks-3@manchester.ac.uk   Page 1

FSE Teaching Academy
Teaching Excellence Resources

FSE TEACHING COLLEGE

HOME   RESOURCES ⌄   NOTICES ⌄   HELP ⌄

Search.. 🔍

Book a support session
Virtual 1 to 1 sessions for academic staff

Teaching Academy Videos
Short video series to help conceive, design and implement your blended units

Planning your blended learning course unit
Start here >>

Teaching Tools
Training, demos and how-tos for tools to support online teaching

Setup a Blackboard course unit
Guidance and tips on how to set up your course unit in Blackboard

Teaching and learning talk
Inspiring teaching practices taking place around FSE

Faculty blended learning guidance
The latest FSE Guidance

Got a question?
on blended learning software, training or design

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EEEN60301 - Coursework Brief

Description of Assessment

Create a short (~6 minute) video comparing the power systems of two countries. Specifically focusing on a few key differences between the two power systems; explaining why these differences occur and what the consequences of the differences are.

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Engineering Council

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  - Mark the students work.
  - Give a debrief to the unit leader on areas
  - Suggest updates/changes to the question
  - Attend the 2 feedback/training/catch-up sessions with Leszek per semester.

Faculty blended learning guidance
The latest FSE Guidance

Got a question?
on blended learning software, training or design

Draft proposal 07/07/2021
James Brooks, Leszek Majewski, Emad Alsusa, Ognjen Marjanovic

[1] This include being virtually front of in the case
as lecturers. See [QAA Explaining Contact Hours] for a more thorough

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Page 1

Engineering Council

AHEP 4

Study Hours

0 hours of study (e.g. 100 hours for a
ending lectures, independent study,
take 60 credits per 15 week
ls 40 hours of study per week.

n front of staff[1]. The rest will be

RCES ∨   NOTICES ∨   HELP ∨

Exploring staff attitudes to distance learning – what are the opportunities, challenges and impacts on engineering academics and instructional designers.

Higher Education Institutions often see distance learning as a means of expanding student numbers and increasing global reach and reputation. Much of the academic literature, however, remains focused on the impact of distance learning on students and the technologies that support it, rather than considering the impact on those staff that are tasked with designing and delivering it. We describe a qualitative study across two engineering departments in a research-intensive UK university, which examines staff perceptions of the impact of converting programmes from successful on-campus ones to distance learning. The findings provide a rich picture of the practical concerns that individual academics have over the impact of distance learning on *pedagogy*, on *technology*, on their *institution*, on *students* and on *themselves*. This is an important contribution to the literature that should benefit other engineering departments around the globe who are also grappling with the opportunities and challenges of distance learning.

Keywords: distance learning; higher education; faculty perspectives; faculty perceptions

Introduction

Many UK Higher Education Institutions (HEIs) see distance learning programmes as a means of simultaneously expanding student numbers, offering greater flexibility to students and increasing global reach and reputation across the globe. As a consequence HEI's have sought to convert existing on-campus or blended learning programmes to a more location independent (or distance learning) model. This involves decisions and actions on a number of levels from the strategic (in terms of which curriculum areas to open up to distance learning and how to develop the requisite expertise in terms of technology and infrastructure) to more tactical operational issues of staff resourcing and transition timescales. However, the focus of much of the academic literature remains on the impact of distance learning on students and the plethora of technologies that support its delivery (Ferrer-Torregrosa, et al.,

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Brief

ng the power systems of two countries. Specifically
n the two power systems; explaining why these differences
differences are.

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eszek per semester.

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anovic

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Setting up communities of practice

- SETA showcases:
  - Flipped
  - In-class response
  - Active learning in lectures (Easter)
- Teaching Focused group
- T&L Enhancement lead projects

20min Break (grab some index cards)

What did you do?

Why did you do it?

What was the reach?

How beneficial was it to those it reached?

How can you evidence your statements?

Your SoTL or PedR – What next?

01
Join Communities! Talk to others, join relevant groups, go to their events, get inspired

02
Present and disseminate your SoTL/PedR

03
Think about how you can draw upon your work for your career development

(LEAP, Teaching Excellence Awards, National Teaching fellowships, CATE)

Joining internal communities
Groups, networks, mentoring

- Institute for Teaching and Learning events and development programme (QR Code)

- TALON Yammer Group

- Local level networks and T&L events

- Manchester Gold Mentoring Scheme
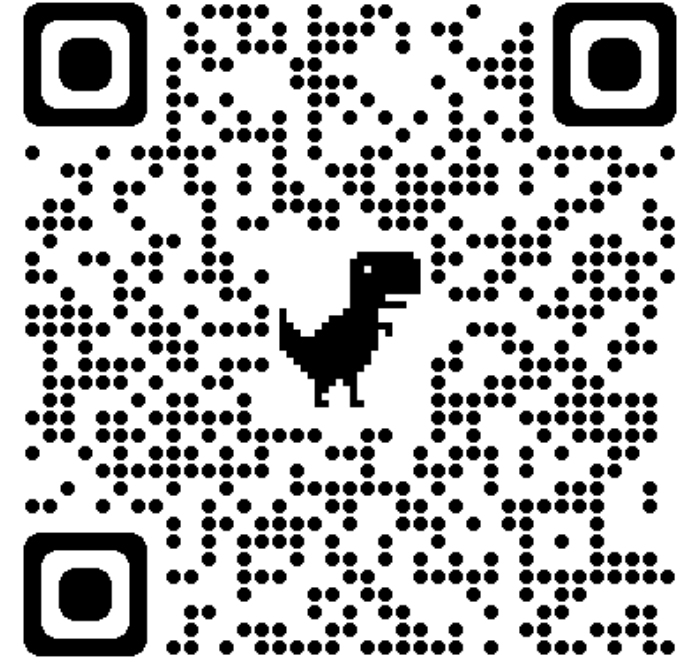
Joining external communities:
Groups, learned societies, support groups, mentoring

- AdvanceHE
- The International Society for the Scholarship of Teaching and Learning (ISSoTL)
- The Society for Research into Higher Education
- British Educational Leadership, Management and Administration Society (BELMAS)
- Staff and Educational Development Association (SEDA)
- Professors in Preparation (PiP)
- LTHE Twitter
- Active Learning Network

Disseminating your work internally

- Faculty best practice websites/repositories
- Institute for Teaching and Learning's TEA Blog
- Institute for Teaching and Learning's Events
- Local workshops and network events
- Sessions in your Faculty New Academic Programme
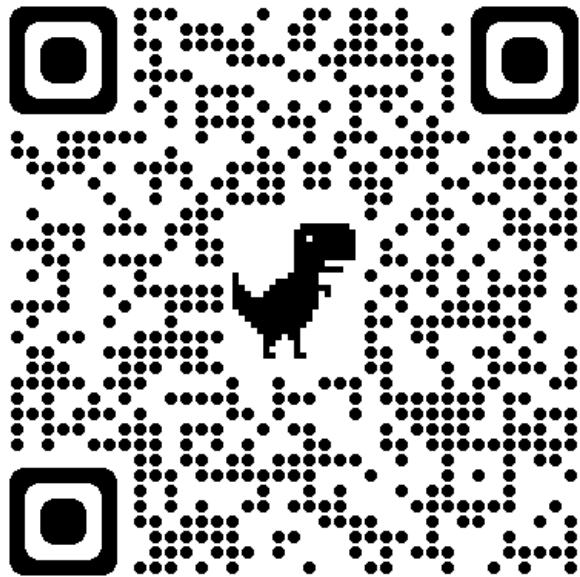
Disseminating your work externally
Higher-ranking peer-reviewed journals

- **Must do more than just "show and tell"**
- **Theoretically embedded, rigorous research**

Disseminating your work externally
The National Teaching Repository

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Be curious and ambitious in your teaching

Be curious and ambitious in your teaching

and email us if you get stuck (or inspired)

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Questions?

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