Learning and Teaching Conference 2017
The Quality Paradox: Creativity & Compliance in a TEF World

Thursday 29th June 2017 - 08:30 - 16:30

Heartspace, City Campus

Welcome

Welcome to our annual Learning and Teaching Conference for 2017.

This year's theme – **The Quality Paradox: Creativity and Compliance in the TEF World** – invites us to explore how the amplified drive to perform consistently well in the key metrics (student experience and outcomes) impacts on our teaching, learning and assessment practices. What does it mean to provide a consistently good student experience? It is possible to achieve consistency, whilst recognising and celebrating disciplinary distinctiveness and local contexts? How do we, as individuals and as an institution, address problems which emerge as a result of inconsistency in our offer? In the wake of the publication of the Year Two TEF results last week, we hope that the conversations which take place today help you to reflect on the changing landscape of Higher Education and address these important questions.

The conference opens with a keynote by Professor Chris Husbands. He is, of course, our Vice Chancellor, but we have invited him to speak from the perspective of his role as Chair of the TEF Panel. This will be followed by a Four Faculty Forum in which each of our faculties will respond to the conference theme by discussing the main challenges associated with achieving consistency in different contexts. This is a unique opportunity to make cross-disciplinary links and share solutions; we are hoping this will be a lively session, with lots of opportunity for debate, contrast and connection building.

The afternoon programme comprises more than 50 presentations from staff and students across the university, all aligned to the conference sub-themes. It includes research papers, flipped workshops and posters which showcase some of the excellent work being carried out at Sheffield Hallam.

A lot of people have contributed to the organisation and delivery of the conference and we are grateful to everyone who has been involved. Our sincere thanks, then, to our peer reviewers, faculty teams, session chairs, IT, catering and facilities teams who have worked so hard over the last six months. A special thank you goes out to everyone who is contributing to the programme today; the hard work and dedication which has gone into the development of abstracts, presentations, posters and workshop activities is both acknowledged and appreciated.

We really hope that you have a good day. If you have any questions during the event, please do not hesitate to speak to a member of the events team.

Contents

Useful Information

Registration Desk

Please ensure you collect your delegate programme and add your name to one of the *flipped workshop* attendance sheets (providing you have completed the pre-workshop activity!) You can find the full programme on the information board.

Help and Support - If you have any queries please go to the Registration Desk, where our events team will be happy to help.

Cloakroom - If you need to leave any bags/belongings, please do so with the staff on the Registration Desk. This will be manned all day.

Mobile Phones - As a courtesy to the speakers and other delegates, please switch your mobile phone to "silent" whilst the conference is in progress.

Refreshments and Lunch

Registration	8.30am
Refreshments	10.15am
Lunch, posters, exhibition stalls and networking	12.15pm
Refreshments	3.10pm

IT Access

SHU is part of the eduroam service. To connect to this you should select "eduroam" from the available networks and use your username followed by @***.ac.uk, (e.g. for Nottingham Trent University - @ntu.ac.uk) then enter your password and press 'Join'. Eduroam uses WPA2 Enterprise security. Temporary WiFi codes can be obtained from the Registration desk.

QR codes - have been used the programme. Please download a QR reader, such as i-nigma (can be used on both android and iPhones)

Photography, Video and Audio

Photographs will be taken throughout the day and may be used in future promotions. Additionally the keynote session and faculty sessions held in the Pennine Lecture Theatre will be recorded. These will be available to delegates following the conference through our WordPress site. If you would prefer not be photographed, please advise staff at the Registration Desk..

Twitter - follow us at @SHU_AcDev   #SHULT17

Your tweets and photos will be displayed throughout the day on the TV monitors in the Heartspace. If you are discussing or following our event on Twitter, please include the hashtag **#SHULT17** in your tweets.

Evaluation

We are keen to evaluate the impact of the conference; this not only helps us to understand the benefits experienced by delegates and presenters, but also to ensure that future events are aligned to staff interests and priorities.

All delegates will receive an electronic survey after the conference. We understand that filling in surveys can be a chore, but we have kept the questions focussed and short. We really would appreciate your help in achieving a valid sample size, so please spare 5 minutes to give us your thoughts when you receive the email.

To complement the survey, we are also using a specially designed tool to give a richer picture of the delegate experience. The tool itself comprises of 10 prompt cards which focus on different elements of the conference programme. The aim is to help you to reflect on and record what you have learned and how it will impact on your practice.

We are looking for 30 volunteers to engage in this activity. If you are keen to be involved, please go to the registration desk and ask for a 'Your Conference Experience' keyring. All completed entries will be included in a prize draw. We'll announce the winner the day after the conference.

Keynote Speaker

Professor Chris Husbands, Vice-Chancellor Sheffield Hallam University

Professor Chris Husbands is a university leader, academic, educationist and public servant. He has served as Vice-Chancellor of Sheffield Hallam University since January 2016.

He has held senior leadership posts in universities for over fifteen years, as Head of the Institute of Education at Warwick University (2000-3), as Dean of Education and Lifelong Learning at the University of East Anglia (2003-7), as Dean of Faculty and then Director at the Institute of Education (2007-15) and as Vice-Provost at University College London (2014-15).

His academic expertise lies in education policy and practice; his work has been developed in fifteen books and over four hundred papers and presentations. He has advised local and national governments in the UK and internationally, across four continents.

Chris graduated with a double starred First in History from the University of Cambridge, where he went on to complete a doctorate in Geography. He was a teacher and senior manager in urban secondary comprehensive schools before becoming a university lecturer.

More recently, Chris was appointed by the Government as the Inaugural Chair of the Teaching Excellence Framework (TEF). He heads up the assessment panel that makes decisions on awards in the second year and third year of the programme. The TEF has been introduced to ensure excellent teaching and student job prospects are at the heart of Higher Education and will, for the first time, place the significance of teaching on a par with research.
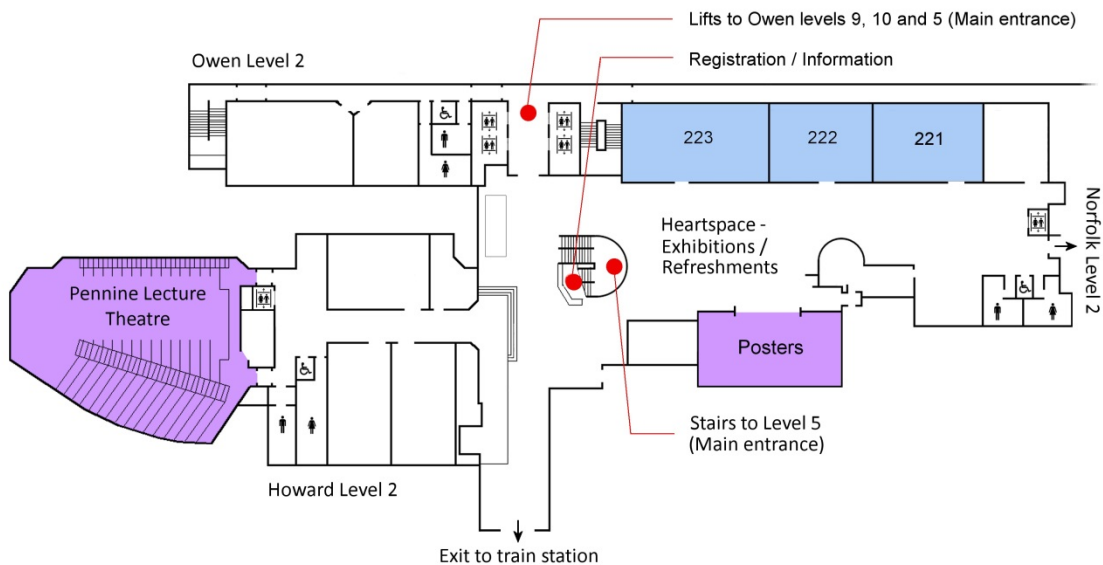
Faculty Forum

Each of our faculties will respond to the conference theme by discussing the main challenges associated with achieving consistency in different contexts. This is a unique opportunity to make cross-disciplinary links and share solutions; we are hoping this will be a lively session, with lots of opportunity for debate, contrast and connection building.
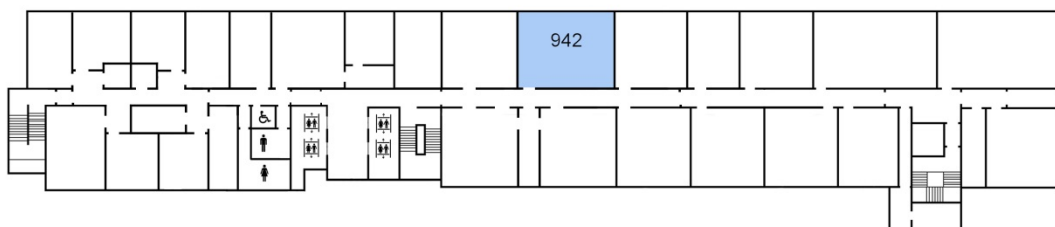
Conference Schedule

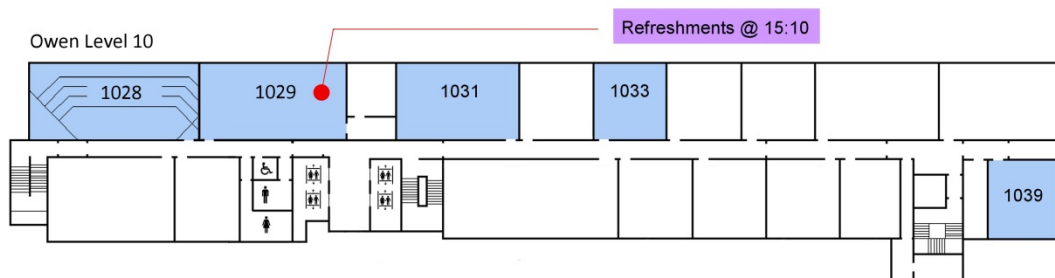|	
08:30 *Heartspace*	<u>Registration -</u> refreshments will be available **Posters** - on display (see page 9)
09:30 *Pennine Lecture Theatre*	<u>Welcome and Keynote</u> **Professor Chris Husbands** Vice-Chancellor, Sheffield Hallam University
10:15 *Heartspace*	<u>Refreshments</u> **Posters** - on display (see page 9) **Exhibition Stalls** - find out more about on-going projects
10:45 *Pennine Lecture Theatre*	**Faculty Sessions**
12:15 *Heartspace*	<u>Lunch</u> **Posters** - on display **Exhibition Stalls** - find out more about on-going projects
13:00	**Presentations: Session 1** (see Pages 10/11)
14:10	**Presentations: Session 2** (see Pages 12/13)
14:10 Heartspace	<u>Poster Café Session</u> (see Page 14) Come along for a chat with some of the poster presenters
15:10 Owen 1029 & Heartspace	**Refreshments**
15:30	**Presentations: Session 3** (see Pages 15/16)
16:30	**Conference Close** Don't forget to hand in 'Your Conference Experience' keyring!

Owen Level 2, Heartspace and Pennine lecture theatre

Owen Level 2

Lifts to Owen levels 9, 10 and 5 (Main entrance)

Registration / Information

223 222 221

Norfolk Level 2

Pennine Lecture Theatre

Heartspace - Exhibitions / Refreshments

Posters

Stairs to Level 5 (Main entrance)

Howard Level 2

Exit to train station

Owen Level 9

942

Owen Level 10

Owen Level 10

Refreshments @ 15:10

1028 1029 1031 1033

1039

8

Posters
click on the QR code for all abstracts

Posters will available in the *Heartspace* for delegates to view throughout the day
Between **14:10 - 15:10** there will be a 'poster café session' with selected presenters

Dr Sarah Naylor, Amelia Drake, Marcus Elkington, Denise Foulkes and James Harcus	Factors that contribute to the success of the BSc (Hons) Diagnostic Radiography
Jon Painter and Sharon Frankland	**Academic skills development:** The development and use of a tool to aid the co-production of meaningful academic action plans by undergraduate nurses and their academic advisors
Alison Lahlafi, Julia King and Jo Dobson	"Excited to start uni, already started on the reading list....."
Dr Susie Crawford	**Engagement:** the perennial problem. Trying to solve the problem of a culture clash
Jan Gurung and Susan Marshall	**Assertiveness for Life:** Creativity and Constancy
Jane Fearon and Alison McCamley	**Academic Advising:** exploring models and issues for post graduate provision
Dr Karen Vernon-Parry and Asweni Jose	A study on the effect of introducing learner autonomy on student engagement and achievement in Level 3 Engineering laboratories
Emily Newton	Embedding industry qualifications to increase engagement and student experience
Petra Klompenhouwer	**Academic support:** Implementation of key principles
HWB Learning Enhancement Team Catherine Arnold, John Freeman, Rebecca Khanna, Mel Lindley, Alison Purvis, Bridget Winwood	**Bureaucracy Busting:** Building communities of enhancement as a means to inspire learning innovation
Lixin Cheng, Bipro Dubey and Mark Thompson	Professional practice and industrial problem based innovative methods for enhancing teaching and learning of new chemical engineering courses

13:00 - 14:00	**Presentations: 1 (papers)** click on the QR code for abstracts or view papers copies at the registration desk
Feedback Practice **Room:** Owen 1028	**The student is always right: An investigation of student views on feedback of assessment** *Rebecca Peake, Melissa Jacobi, Jo Marden-Heathcote, Louise Turner*
	Using students' experiences of feedback to improve feedback delivery *Emma Vine*
Supporting Transitions into Under Graduation Study **Room:** Owen 1033	**The impact of peer assisted learning on the entire student experience** *Claire Cornock*
	Bridging the gap: using e-learning to set consistent expectations pre-arrival *Mary Dawson, David Chegwidden, Sophie Parr, Cathy Pink*
Understanding Our Students' Learning **Room:** Owen 1031	**Student-led employability audit of undergraduate learning, teaching and assessment practice** *Peter Rowlett, Jeff Waldock*
	Who goes where? The importance of friendship groups in the lecture theatre *David Smith, Melissa Lacey, Angela Hoare*
Student Success and Attendance **Room:** Owen 1039	**'Quants in the quants'. Improving the numbers: Attacking success rates with numeracy interventions, attendance monitoring and media support resources in a large-cohort level 4 module** *Jayne Revill, Rob Baker*
	Improving consistency of student experiences by encouraging their attendance using automated attendance recording *Alexander Kalishnikov, Robin Canhye*

13:00 - 14:00	Presentations: 1 (flipped workshops)

Please note:
- To attend one of these sessions you **must** have completed the pre-workshop activity!
- Don't forget to add your name to the attendance sheet (at registration) as places are limited

Room: Owen 1029	**Room:** Owen 223	**Room:** Owen 222
An A to Z of creative teaching in higher education *Rachel Stone, Sylvia Ashton*	**Putting our most valuable asset to work: Peer-Led Learning** *Nick Russell*	**What's the flipping point? Designing and delivering high quality flipped classroom experiences.** *Ross Mallett, Mel Lindley*

14:10 - 15:10	**Presentations: 2 (papers)** click on the QR code for abstracts or view papers copies at the registration desk

Understanding the Student Experience **Room:** Owen 1028	**Friendship as method. Reflections on a new approach to understanding the student experience** *Emma Heron*
	The social and educational experiences of HE commuter students *Charlotte Coleman, Lizzie Freeman*
Working with External Bodies **Room:** Owen 1031	**Friendship as method. Reflections on a new approach to understanding the student experience** *Rebecca Khanna*
	Collaborative working for collaborative partnership success *Rebecca Peake, Lucy Begley, Harriet Travis, Dave Egan*
Transformational Learning **Room:** Owen 1039	**'Spreading your wings' – International Work Placements** *Chris Cutforth, Fiona Phoenix, Harvey Anderson*
	How can we equip students with the necessary tools to shape a sustainable future? *Christine Gilligan, Katie Stead*
Assessment and Marking Feedback **Room:** Owen 1033	**'Why haven't we been told this before…': Inclusive development of students' feedback and academic literacies** *Karen Nicholls , Sarah Procter*
	Can a grade based approach improve our assessment practice? *Andrew Barnes, Susie Crawford, Sarah Churchill, Peter Olusoga, James Rumbold, Louise Turner*

14:10 - 15:10	Presentations: 2 (flipped workshops)

Please note:
- To attend one of these sessions you **must** have completed the pre-workshop activity!
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Room: Owen 222	**Room:** Owen 223	**Room:** Owen 221
Demystifying diversity: The role of the academic in inspiring cohesion in the classroom *Jessica Inglis, Krassimira Teneva, Ruby Robinson*	**#DoStuff – How can we engage first year students with this message?** *Rachel Firth, Maimouna Al Awami, Mona Ziad Ahmed, Alison Etheridge,Dan Williams and Andrew Walton*	**CAFÉ (Consistently active, flexible and experiential): a pop-up workshop on spaces for learning** *Andrew Middleton, Jeff Waldock, Tim Jones, David Greenfield, David Smith, Ian Glover, Sinead O'Toole, Ciara O'Hagan, and Colin Beard*

14:10 - 15:10	Poster café session

Come along to the *Heartspace* and take part in this themed conversation session, inspired by some of our conference posters

Hosted by Graham Holden, a short series of 5 minute 'lightning presentations' will be followed with café-style conversations. This will be an exciting opportunity to find out more about the projects and to explore ways of applying them in your own module/department.

Jon Painter and Sharon Frankland	Academic skills development: The development and use of a tool to aid the co-production of meaningful academic action plans by undergraduate nurses and their academic advisors
Alison Lahlafi, Julia King and Jo Dobson	"Excited to start uni, already started on the reading list.…."
Karen Vernon-Parry and Asweni Jose	A study on the effect of introducing learner autonomy on student engagement and achievement in Level 3 Engineering laboratories
Emily Newton	Embedding industry qualifications to increase engagement and student experience
Petra Klompenhouwer	Academic support: Implementation of key principles
Jan Gurung, Susan Marshall	Assertiveness for Life: Creativity and Constancy

Click on the QR code to view the poster abstracts

15:30 - 16:30	**Presentations: 3 (papers)** click on the QR code for abstracts or view papers copies at the registration desk
Staff Engagement in Technology Enhanced Learning and Teaching **Room:** Owen 1028	**Improving the scores: the impact of threshold standards, rubrics and RLOs on consistency of modules and the work of academic staff** *Hilary Cunliffe-Charlesworth, Lee Coddington, Lizzie Seals, Oksana Fedotova*
	Understanding academic's readiness to utilize technology-enhanced learning *Lambros Lazurus, David Reynolds*
Using Active Learning Strategies **Room:** Owen 1031	**Evaluating students' perceptions of active learning pedagogies** *Helen Kay, Tim Parker, Dave Greenfield, Oliver Lewis, Anne Nortcliffe*
	The contribution of Objective Structured Clinical Examinations (OSCEs) and simulation to achieve consistency in practice *Pat Day, Gayle Hazelby*
Different Views on Teaching Excellence **Room:** Owen 1033	**Time for TEA – Teaching excellence in the University Alliance** *Graham Holden*
	The Lecturer becomes the student: a reflection of the "student" experience, engagement (and disengagement) as well as outcomes during the PGcert *Melissa Lacey, Nick Peake, Danny Allwood, Daniel Kelly*
Developing and assessing students' research skills **Room:** Owen 1039	**Research opportunities for students: what this means for us versus what it could mean for you** *Beth Collinson, Victoria Olive, Zeddy Chaudhry, Olivia Lawton, Lauren Hall*
	What is good referencing? Consistency and anxiety in referencing assessment *Claire Abson, Rupert Kahn, Diane Rushton*

15:30 - 16:30	Presentations: 3 (flipped workshops)

Please note:
- To attend one of these sessions you **must** have completed the pre-workshop activity!
- Don't forget to add your name to the attendance sheet (at registration) as places are limited

Room: Owen 223	**Room:** Owen 942	**Room:** Owen 222
Embedding study skills through enabling technologies: Mindmapping on AppHub *Karl Townsend, Marissa Hill, Richard Nind and Simon Crawley*	**Thinking on your Feet: Making a case for embodied learning/thinking and moving on beyond dualisms** *Fides Matzdorf and Ramen Sen*	**The excellent practitioner who once failed to be excellent (and other short stories)** *Liz Austen*

Conference Exhibition

Come along to the Heartspace to find out more about the following projects and activities that are happening across the University:

Directorate of Education and Employer Partnership (DEEP)
Careers and Employability Service
Enterprise Team: Caroline Nouvellon, Andrew Finney, Rob King, Tam Do

The Enterprise Team will be using this opportunity to promote our services to academics i.e. self-employment support for both students and graduates.

We want to raise our profile amongst academics in order to encourage better collaboration on courses in terms of enterprise skills development input / placement programmes (entrepreneurship); and business competitions.

Take a look at our website for more details!

Registry Services, Assessment, Awards and Regulations
Laura Ottery, Denise Elliott, Cheryl Woods, Melanie Inman, Gillian Taylor, Jackie Clark, Pete Sweeney, Jess Proctor and Claire Tate

Assessment, Awards and Regulations (AAR) will be present to highlight some of the key regulatory changes for 2017/18, covering topics such as academic conduct, compensation, progression, disciplinary and suspension regulations, and exemptions.

We are also keen to hear from module and course teams about what other areas for review would be of benefit.

Library Learning and Teaching Support Team

Karen Dolman, Emma Finney, Simon Quinn and Sandy Buchanan

Come and hear about our new approaches to supporting students information skills development that the Library L&T Support Team are developing for 2017/18 including:

- a new interactive online skills package for level 6 and 7 HWB students
- a new online resource Search Start to help develop level 4 students basic information skills
- a new teaching toolkit to introduce students to Referencing and to APA
- a new teaching toolkit for RefWorks

People Development Team (HR)

Laura Bramhall, Kelly Cookson, Katie Leeman and Tracey Parr

We will host a stall representing staff development support at SHU. Specifically we will have information on Staff Wellbeing support, the new Performance Development Review process (launched in May 17), change support and our new staff mentoring network (also launched May 17).

We can also provide information on staff development opportunities in general e.g. The Headstart scheme, Aspire mentoring scheme etc.

Please visit our team intranet site   Please visit our staff wellbeing site

PgCert Learning and Teaching in Higher Education / Masters in Education

Sheffield Hallam University | Sheffield Institute of Education

Would you like a post-graduate teaching qualification that also leads to Fellowship of the HEA?

Or if you're in a student support role, you might be interested in our shorter post-graduate course, which leads to AFHEA.

Or perhaps you'd like to continue your pedagogical journey with the Masters in Education? Come and meet the course team from Sheffield Institute of Education to discover more, see some of the excellent research posters produced by our course members, and find out which route might be right for you.

Take a look at our website for more details!

Sheffield Business School and Facilities Directorate
Christine Gilligan, Senior lecturer
Katie Stead, Sustainability and Energy Strategy Manager

Sheffield Business School (SBS) have succeeded in embedding sustainability into every postgraduate and undergraduate course, achieving the faculty's strategic aim of incorporating corporate social responsibility and ethics into teaching. This was part of their commitment to the UN directed Principles for Responsible Management Education (PRME) project.

Additionally, the National Union of Students (NUS) state that sustainability can and should be embedded into any curriculum. SBS and the SHU Sustainability team invite you to come and find out more about how you can engage your students with sustainable development.

Use the QR codes for more information;

SBS / PRME initiative visit

Sustainability at the University

Sheffield Hallam Students' Union

Sheffield Hallam Students' Union provides a wide range of opportunities for students to develop themselves, get involved in their local community, make new friends and have fun.

The Student Opportunities team (encompassing Volunteering and Community, Societies, Events & Trips and Skills & Training) have a strategic focus on developing life-changing opportunities for students and will be on hand to discuss our full offer, the benefits to students and the processes we work by.

What's happening in the University?

Highlighting other projects and initiatives taking place across the university

Assessment Journey Programme

Are you ready for September?

From September 2017, online submission of coursework and the provision of feedback online will be the norm across the University for **all levels** of study.

For some staff this will mean a change in practice for the design and delivery of assessment. But do not worry; there is an array of support on offer: our online resources - Assessment Essentials go.shu.ac.uk/assessmentessentials and Assessment 4 Students go.shu.ac.uk/assessment4students - include how-to guidance and answer frequently asked questions, and your Faculty TEL team will be on hand to offer at-elbow support when you need it.

There will be a number of changes to how we deliver assessment in the University and these process changes and any required actions will be communicated locally within your faculty.

For more information on the Assessment Journey Programme or if you have any queries in relation to the Policy for Summative Assessment, please email: *!Assessment Journey Programme*.

HERG Higher Education Research Group
Interdisciplinary – Innovative – Inclusive

Convenor Carol Taylor
Professor of Gender and Higher Education

Located within the Sheffield Institute of Education, the Higher Education Research Group provides an institutional home for higher education research across Sheffield Hallam University and beyond.

HERG's research encompasses higher education policy, pedagogies, and practice. Staff within this large and diverse group are engaged both in discipline-specific and interdisciplinary higher education research. HERG supports a growing community of doctoral students and early career researchers.

The group's key areas of research expertise include:

- student engagement, student voice, and student partnership and ethics
- higher education policy and the changing landscape of HE
- gender, social class and educational opportunity
- innovative methodologies
- development of interdisciplinary theory to inform educational practice
- research-informed teaching and learning

HERG fosters an active, inclusive and collaborative research culture which promotes research excellence and innovative pedagogic scholarship. The group provides research support and development through mentoring, networking events, reading and writing groups, and internal and external seminars.

If you'd like to be added to the HERG email list, please contact: Carol Taylor at: **C.A.Taylor@shu.ac.uk**

Student Engagement, Evaluation and Research (STEER)

Shaping the student experience

✉ steer@shu.ac.uk   🌐 blogs.shu.ac.uk/steer   🐦 **@SHU_StEER**

Student Engagement, Evaluation and Research (STEER) works to inform and develop practice within the University, and across the sector, to improve the student experience.

Our role involves the generation, evaluation and analysis of student and sector information, and the development of approaches to student engagement activity at all levels of our formal and informal structures that support the delivery of the university's strategy.

We work with all parts of the university community and external partners, and our current activities include: evaluating the impact of approaches to widening participation, retention and employability; identifying and working to address differential student outcomes and attainment gaps; reporting on the student experience and graduate outcomes (and building capacity for utilising student information to inform change); informing the development of learning analytics and the recognition of learning gain and extra-curricular achievement; compiling and reporting on the institution's Unistats information; examining use and abuse of the student voice and leaders' responsibilities; and developing pedagogical innovations for flexible learning.

LEAD
Learning Enhancement and Academic Development

So you've attended the LTA Conference, what else can we do to support your on-going academic development?

In addition to organising the LTA Conference, staff in Learning Enhancement and Academic Development (LEAD) also offer a broad range of activities to support course teams and staff to develop their practice and enhance the quality of the student learning experience. We provide a wide range of development opportunities to support staff in enhancing their practice and engaging in scholarship of learning and teaching. Find out more at: **blogs.shu.ac.uk/lead**

You'll probably be aware of our wide range of resources and developmental activities for individual members of staff. But did you know that we offer dedicated support to module and course teams on issues including curriculum design, assessment and feedback practice, and the innovative use of learning technologies. Our staff bring with them a wealth of knowledge and experience from across the sector and can support your team to design, develop, implement and evaluate enhancements to the student experience that can have a real impact on student learning. Contact us at: **shucpd@shu.ac.uk** to see how we can help you.

Over the last twelve months we have worked with staff from across the University on a number of collaborative projects, such as:

Inclusive Practice projects - following our inclusive practice event in January we ran a series of workshops targeting: inductions & transitions; curriculum & assessment design; classroom teaching; placements and work-based learning, resulting in 10 projects across all four Faculties and Library and Student Support Services.

SCALE UP (Student-Centred Active Learning Environment with Upside-down Pedagogies) - we have facilitated a wide range of activities to support staff transition to problem and project-based facilitation in STEM in the context of their new SCALE UP facilities.

Consultancy on online learning and ePortfolios - we have provided support and consultancy for staff in the Sheffield Business School on the use of online learning and in devising and implementing the required portfolio element to their Degree Apprenticeship programmes.

Autism Learning Resource Series with Sheffield Institute of Education - our Multimedia Team have captured a series of interviews involving various professionals who work with autistic individuals. These resources will be used on teacher education courses and will also be shared with our regional education partners for use in their school-based teacher education programmes.

Teaching and Assessment Essentials

Teaching and Assessment Essentials promotes and supports the ongoing development of academic practice, but how can it help you?

Our sites are designed to **inspire and guide** academic staff, through high quality resources and toolkits on key learning, teaching and assessment themes. Do you have examples of good practice in teaching or curriculum design? Tell us about them! We are always looking for new case studies, top tips and principles for curriculum design and review.

Each site is a hub for **academic networking.** Communities, across all sites, **welcome peers with good practice** to share. Join a site editorial group, contribute an innovative case study, become a member of our Google Communities, or simply share the good practice, articles and materials you find using the dedicated Twitter hashtags for each site. Influence teaching at SHU by joining the conversations developing across the university!

Our sites are produced by academics for academics - you can find out more at **blogs.shu.ac.uk/teaching/** or get in touch using the **'Contact Us'** form on each site.

CPD programme 2017-18

Our successful CPD events programme will continue in the next academic year, giving staff who teach and support students the opportunity to learn about different approaches to teaching, learning and assessment and to develop their professional practice.

We are currently designing the CPD programme for the next academic year and are keen to get your input to build on the success of last year's activities. We are looking at ways of extending the **'What Works?'** workshop programme and using different formats for engagement - for example offering longer sessions (half/full day courses), podcasts, webinars, tweetchats, BarCamps or breakfast/evening sessions.

Please look out for the whiteboard in the main atrium area and tell us your thoughts:

1. Do you have a **topic request** – is there a specific issue in your teaching or skill that you need support to develop?

2. Would you like to **facilitate a session** – do you have a skill, practice example or resource that you think others would find useful?

3. Do you have ideas and preferences for the **format(s)** we use for CPD provision (including methods and approaches which you have helped you in the past)?

Professional Recognition

TALENT
Teaching and learning enhancement

Our TALENT scheme includes a range of activities to recognise outstanding practice and to help you develop your professional practice and support your career progression.

These include student-nominated **Inspirational Teaching Awards**, support for staff in applying for **Fellowship of the Higher Education Academy** (from Associate to Principal Fellow) and the **LEAD Associate scheme** which gives academic staff the opportunity to develop and disseminate a learning initiative. We also manage and provide support for staff applications for **National Teaching Fellowship (NTF)** awards and **Collaborative Awards for Teaching Excellence (CATE)** run by the HEA. We offer a range of support options for staff, from 1:1 meetings to group workshops and writing retreats, alongside extensive online resources.

There is a wide range of excellent and imaginative practice going on at Sheffield Hallam University. These schemes help us to identify and promote this work and recognise the individuals and teams who contribute to it.

Please get in touch with us if you would like to discuss what is available or find further information at: **blogs.shu.ac.uk/talent/**

Venture Matrix

Venture Matrix is a unique work-related learning scheme at Sheffield Hallam University, which develops students' employability skills through real life work-related projects that are accredited as part of their degree.

The scheme brings students together with external organisations, giving them the opportunity to tackle real life challenges and gain practical work experience, whilst allowing organisations to tap into the specialist skills, knowledge and insight offered by Sheffield Hallam students.

Students undertake projects as a learning opportunity as part of an assessed module within their degree course. The key purpose of the Venture Matrix is to help students develop skills for their future employment, giving them an edge when they enter the graduate market.

For some of our students, undertaking projects may be a key route to getting work experience. Your projects can make an enormous difference to a person's future.

For more information about Venture Matrix, please visit:
blogs.shu.ac.uk/venturematrix/

2017 Social Media for Learning in Higher Education Conference

#SocMedHE17

19th December 2017

Sheffield Hallam University will host the third Social Media for Learning in Higher Education Conference;

#SocMedHE17: *Making an impact*

considers the role that social media for learning can play in addressing the major challenges being faced by Higher Education.

The pressures on universities are hard to ignore. In the UK, the introduction of the Teaching Excellence Framework (TEF) and its core metrics – employability, teaching quality and retention – directly influence the direction of university strategies; while the National Student Survey (NSS) reveals specific contextual challenges that demand attention. Internationally, the titles may be different, but the pressures will be similar. As a consequence, resources are often stretched and only allocated to activities that will have visible and maximum impact on these challenges.

In this risk-averse environment, pedagogic innovation must be valued, nurtured and supported. Pedagogies that use social media, in particular, occupy a tricky space – the opportunities are rich, varied and ever-evolving and the potential for transformative impact considerable. However, they often demand significant investment of time, energy and creative thought, and to succeed require students ready and willing to be engaged, and digitally confident and competent staff.

For more information on themes, submissions and guidance *go.shu.ac.uk/socmedhe*
Follow us @SocMedHE