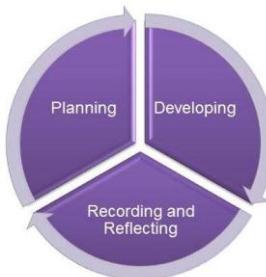


Academic CPD II conference

- A vision for teaching and research to 2020



Professor Liz Barnes



Professor Paul Harrison

**Friday 28 November 2014, 9am-1pm
at the Creative Lounge, Showroom Cinema**

Continuing Professional Development (CPD) is the ongoing updating of knowledge and skills related to professional occupations. For academics this involves teaching and research practices, as well as more general personal development.

This event will highlight some of the CPD opportunities available at Sheffield Hallam, and explain how they fit into and respond to broader developments across the sector. A selection of hot topics will be addressed alongside strategic overviews from the University's new Deputy Vice-Chancellor, **Professor Liz Barnes**, and new Pro-Vice-Chancellor for Research and Innovation, **Professor Paul Harrison**.

Who should attend?

The half-day conference is aimed at all academic staff - teaching + research, research-only and teaching-only - and postgraduate research students who are interested in professional development and the CPD opportunities available at the University. It will be suitable for individuals from all disciplines and with all levels of experience.

What will be covered?

This conference will promote the CPD opportunities available to academic staff and research students. In particular it will:

- Set out strategic visions for research, teaching and the role of CPD in realising these
- Update on the Academic CPD project and its outputs
- Promote new resources on research leadership, statistical methods, supervision, teaching and teaching online
- Provide an update on open access and academic appraisals
- Showcase the range of development resources for academics provided by the University directorates
- Contribute to discussions on the role of CPD in enhancing the student experience and research outputs

[The conference's programme is outlined overleaf](#)

PROGRAMME

Time	Item	Lead
9.00– 9.20	Registration + tea and coffee	
9.20– 9.30	Welcome and Update on the Academic CPD Project	Professor Ann Macaskill
9:30– 10.00	A Vision for Research and of Researchers Keynote presentation	Professor Paul Harrison
10.00– 10.30	New Research Resources Professional Skills for Research Leaders Statistical Methods for Research Supervising Doctoral Studies	Professor Ann Macaskill Dr Karen Kilner Professor Lisa Hopkins
10.30– 11.00	Open Access Update	Ann Betterton Dr Eddy Verbaan
11.00– 11.30	Tea and coffee break	
11.30– 12.00	A Vision for Teaching and of Teachers Keynote presentation	Professor Liz Barnes
12.00– 12:30	New Learning and Teaching Resources University and College Teaching Teaching Online	Jackie Cawkwell Ian Glover
12.30– 13.00	Getting the Most out of Academic Appraisals	Richard Hughes Sarah Swales

About the speakers:

[**Professor Ann Macaskill**](#) is Professor of Health Psychology and Head of Research Ethics. She is Chair of the Academic CPD Working Group

[**Professor Paul Harrison**](#) is the Pro-Vice-Chancellor for Research and Innovation

[**Dr Karen Kilner**](#) is Senior Lecturer in Statistics

[**Professor Lisa Hopkins**](#) is Professor of English

[**Ann Betterton**](#) is Head of Information Resources in LIS

[**Dr Eddy Verbaan**](#) is Research Data Manager in LIS

[**Professor Liz Barnes**](#) is Deputy-Vice-Chancellor

[**Jackie Cawkwell**](#) is CPD Manager in QESS

[**Ian Glover**](#) is Senior Lecturer in Technology Enhanced Learning

[**Richard Hughes**](#) is People Development Services Manager in HR

[**Sarah Swales**](#) is Assistant Director of HR

A Vision for Research and Researchers

*Paul Harrison,
Pro Vice-Chancellor for Research & Innovation*

28 Nov 2014



- 300 journal publications; h-index of 26
- 16 PhD completions
- £3m funding
- Two papers published in this REF period
- Three current PhD students
- Involvement in EU COSTA programme
- Writing 4th edition of book

Research Vision

- Research is part of our mission
- Intellectual and scholarly atmosphere in which to work and study
- Research staff integrated into combined research & teaching academic departments
- Research-led/informed teaching
- Impact on the student experience

- Nurture our ‘internationally excellent’ and ‘world-leading’ research
- Engagement: Take benefits of our R&I to our teaching, scholarship and other activities, to our students and the wider community
- Culture of ambition and excellence: support the development of our researchers
- Partnerships: Maintain and further develop

Challenges

- Increasingly competitive funding
- 1992 contract; workload model; timetabling
- Low level of QR funding=>SSRs
- Culture; ambition; self-belief

Positives

- Research is part of our mission
- Growing energy
- Motivated staff
- Facilities

What we've done this year

- Strategic Research Investment Fund
- VC's PhD Scholarships
- Increased research support in RIO
- PGR School and Office
- Career progression for researchers
- Managing Directors' Club

Currently working on...

- Research Data Management
- Open Access publications
- University Alliance: doctoral training
- mini-REF: 30th June `15

The 3 most important things to you

- Publications
- Publications
- Publications

- Leads to invitations to conferences
- Leads to invitations to collaborative bids
- Leverages funding
- Leads to impact
- Attracts PhD students
- Leads to inclusion in REF and QR income
- Increases your prospects for promotion and employability

- Peer-review, support
- Co-author with your PhD students
- Reading groups
- Assistant Deans for Research

- Clear-day
- Red-weeks and sabbaticals
- Developing International Research Collaborations (DIRC)
- Imagine
- Research Support Team
- Target of 10% year-on-year grow in research & KT income

How can we help ourselves?

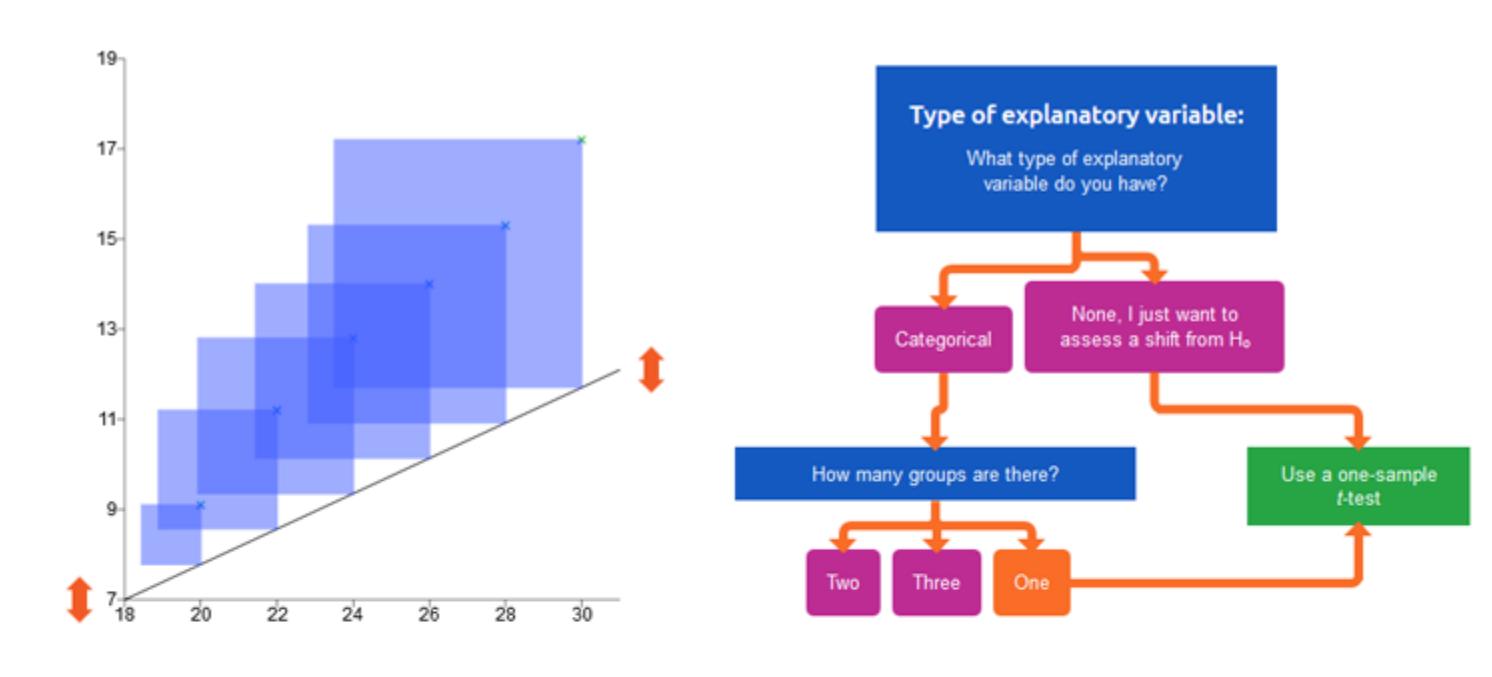
- Invest time in your professional development
- Be/have a mentor
- Learn to prioritise: balance of teaching with research
- Fight for the clear-day
- Make the most of Red-Weeks and your time for `self-managed research or scholarly activity' (quote from 1992 contract)
- Research Support Team in RIO
- Me

Take home message

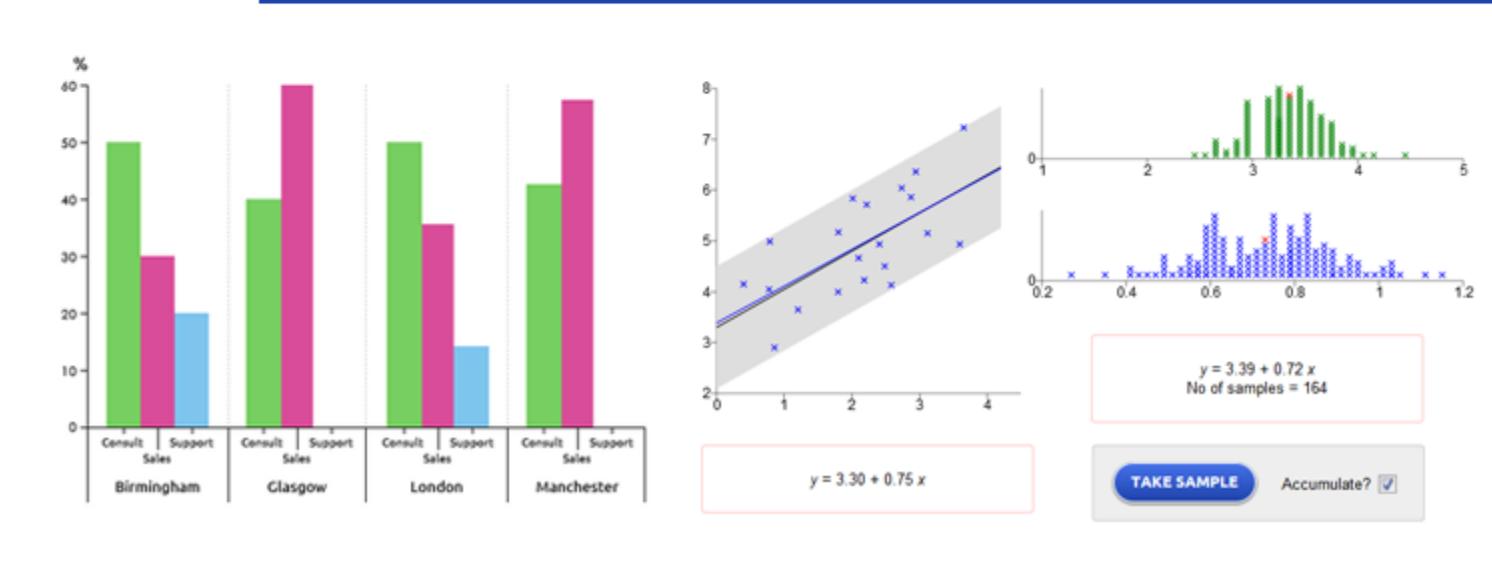
Researchers are successful because:

- they follow their passion
- they want to make a difference
- they are dedicated
- they are focussed
- they are single-minded
- they do it for themselves

| Any questions?



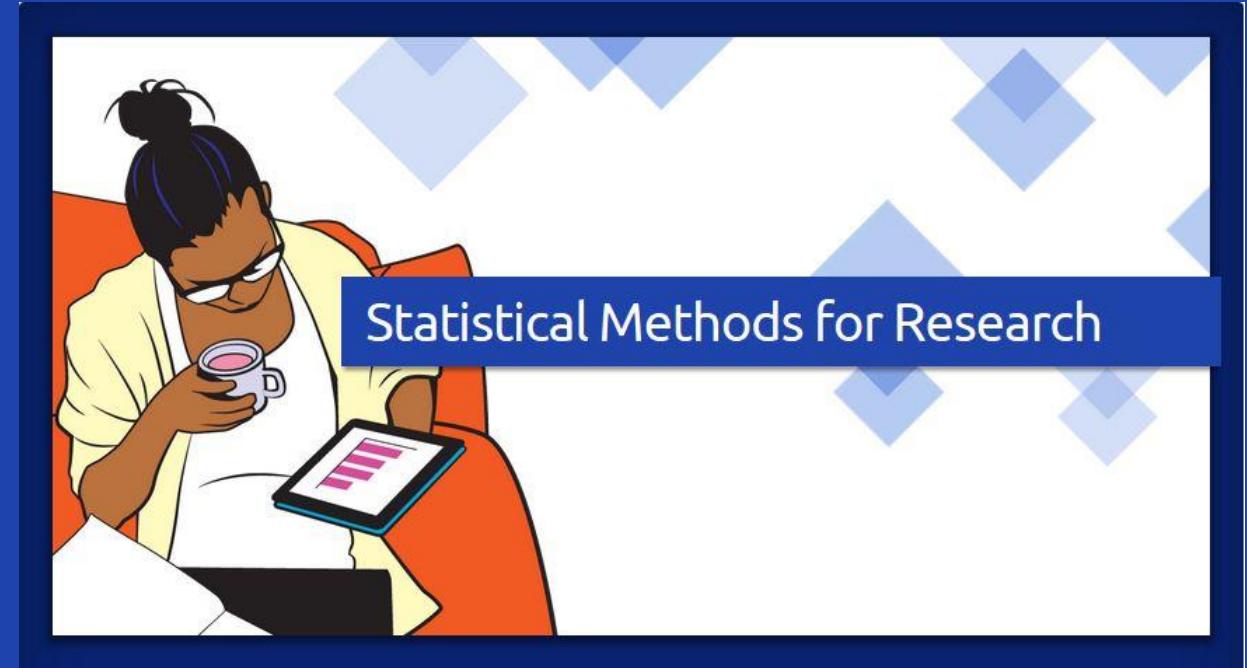
Statistical Methods for Research



What does it cover?

Material from a first/ second level course in stats

- Data summary
- Graphs & charts
- Hypothesis tests
- One-way ANOVA
- Confidence intervals
- Simple linear regression



Available in 5 versions:

Social Sciences, Biomedical Sciences, Business, Engineering & Technology, Natural Sciences

Who is it for?

- Primarily for Research students (PhD, DProf, Master's dissertation)
 - at the point where they need to analyse data from a robust study

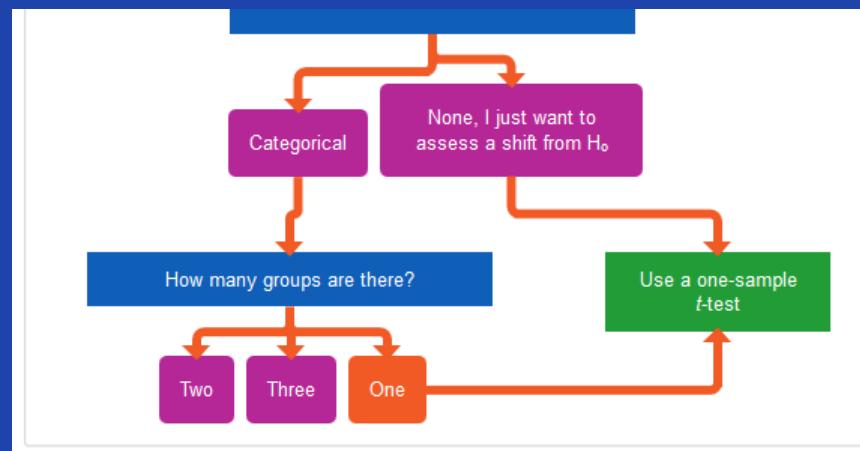
Who else might benefit?

- Staff researchers/teachers - needing a stats refresher
- Taught students as part of a blended learning module

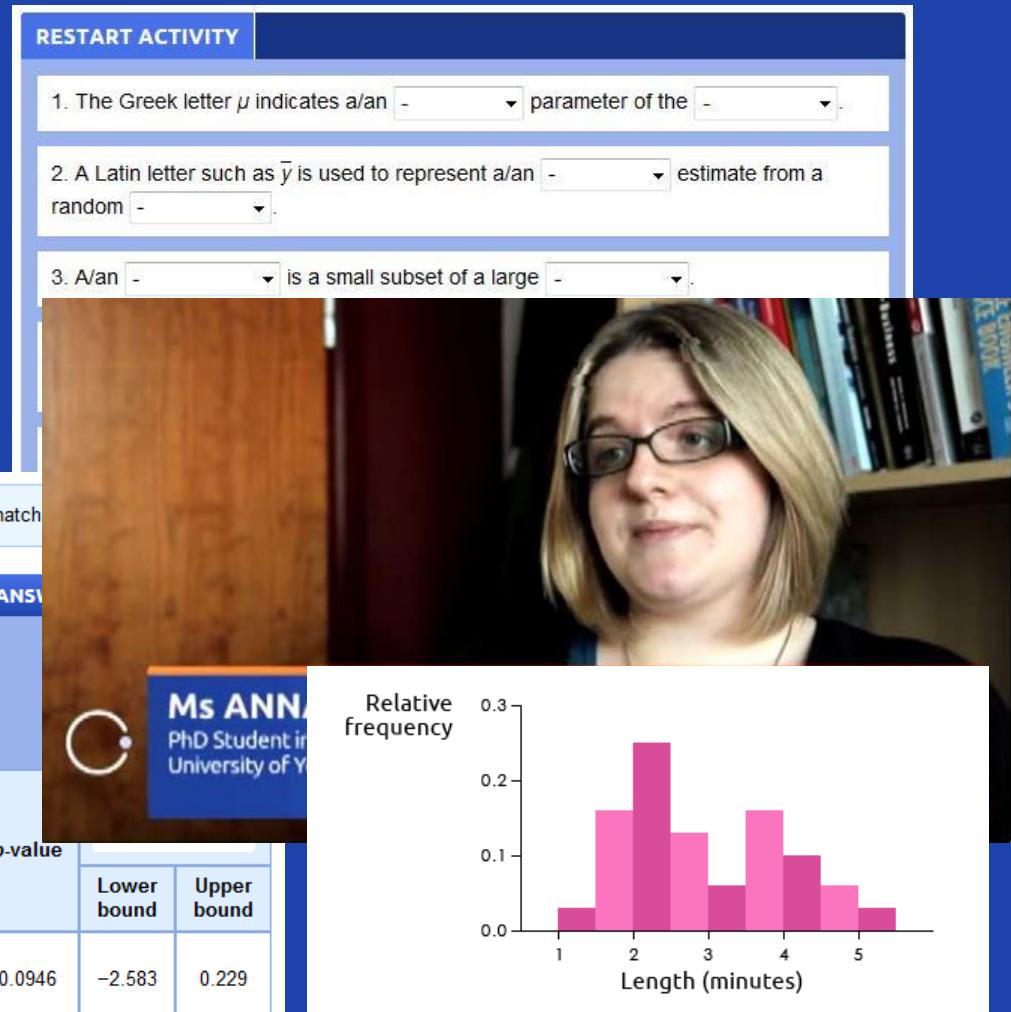
“an engaging platform ... structured in a very accessible way so no participant should feel overwhelmed by the material. It’s even likely that by the end of the course enthusiasm for more quantitative techniques will be ignited!” – Dr James Abdey, Course Tutor in Statistics, LSE

Features

- Video clips from researchers
 - Interactive activities
 - Introductory software guides
- Supplementary materials in 'Pods'
- Software-based assessment quizzes
- Guidance on how to report statistical results



Parameter	Sample estimate	Standard error	t-statistic	p-value		
					Lower bound	Upper bound
Intercept	α	-1.177	0.660	-1.784	0.0946	-2.583 0.229
	β	0.0106	0.002	4.679	0.0003	0.0058 0.015



What are the advantages?

- Written by an *applied* statistician
 - methods/theory are correct
 - minimal mathematics
 - some realistic research examples
- Collaboration from many Universities
- Software oriented
- Covers material needed by many researchers
- Relevant to different subject areas
- Supports several different stats packages



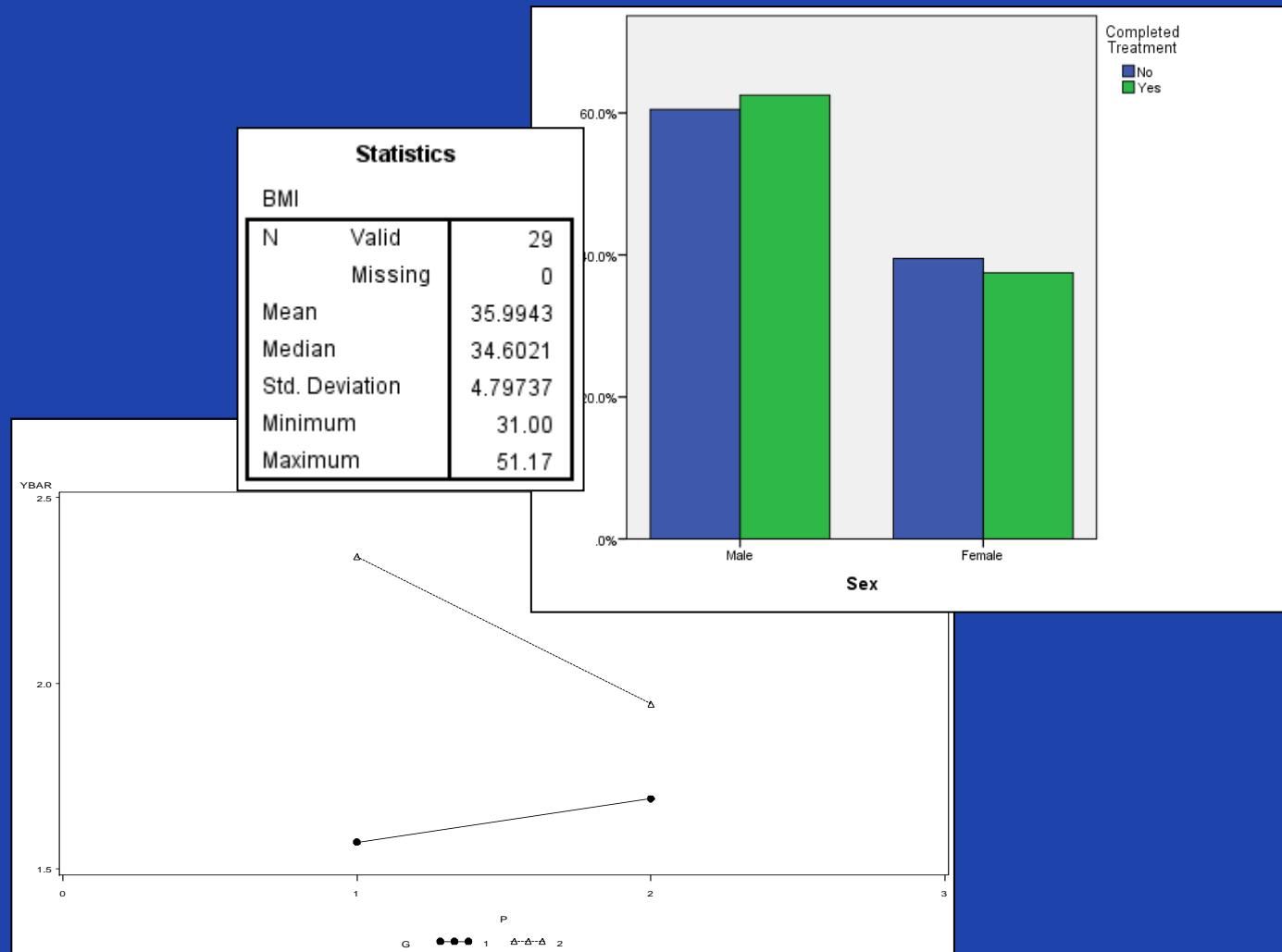
Sandro Leidi:
Lead advisor and course author

A senior statistician at the Statistical Services Centre, University of Reading, Sandro has been working in Statistics since 1997, training professionals and providing training to institutions. Along with his colleagues, he has been delivering statistical e-learning since 2004. His consultancy group has many renowned clients, including the National Audit Office, UK, and the United Nations Framework Convention for Climate Change.



What statistics packages are supported?

- SPSS 21
- SAS 9.3
- Minitab 16
- Stata 13
- R 3.0
- GenStat 16
- Instat+ 3.37



Are there any limitations?

- provide statistical support for study design (e.g. sample size calculations)
- provide a sufficient practice materials to provide a comprehensive stats course
- indicate where Excel might be used as an alternative to stats software
- address the modern modelling methods required for studies which are pre-dominantly quantitative

These could be addressed in other ways

How might you benefit?

This programme can help you to:

- Understand how statistics can contribute to your research project
- Select the most relevant statistical tools
- Interpret a confidence interval
- Interpret the results of hypothesis tests
- Understand the advantages of using statistical models

- Present interactive materials to your students

Alex Nicholas, recent graduate

I'm a recent graduate in Geography, but I skipped the statistics lectures when I was an undergraduate. I now realise that was a mistake because I cannot understand the statistical results given in the research literature. My research interest is in the relationships between human activities and climate change. I have little practical experience of working with quantitative data, and am a complete beginner with using statistics software.



Open access and Research data management: an overview

Ann Betterton and Eddy Verbaan,
Learning and Information Services

Open access

- **Open access** means unrestricted online access to peer reviewed research. Although in practice mainly applied to journal articles it is also applicable for all types of research outputs in text or non-text format.
- **Publicly funded research** should be in the public domain and accessible to all to read and reuse (subject to licence) without barriers, particularly expensive subscriptions

Open access types

Green open access (Self archiving)

Authors publish in normal way and then deposit a version of their work for free public use in their institutional repository. Often the research is only publicly available after an embargo period

Gold open access

Authors publish in a fully open access or hybrid journal that provides immediate open access (often involves payment of a fee)

Benefits of open access

- To maximise the investment of public funds in research and to ensure that all sectors benefit from it
- To maximise the visibility of research to a global audience and to generate new research partnerships and collaborations
- To help researchers to disseminate their work as widely as possible and increase usage, citations and impact
- To contribute to the preservation of research outputs

Open access : a brief history

- Global movement started in 2002 with Budapest Open Access Initiative as a response to crisis in scholarly publishing where each year journal subscriptions increased well beyond average inflation
- At SHU amount paid for journals has increased by an average of 7.3% per year over the last 10 years
- HEIs developed institutional repositories and made steady but slow progress in encouraging authors to deposit their research
- UK government had been unsupportive of OA until appointment of David Willetts as Minister of State for Universities and Science
- In 2011 Government commissioned the Finch Committee to make recommendations on how to expand access to publicly funded research. In 2012 the Finch Report recommended open access
- March 2013 Research Councils UK (RCUK) published revised open access policy
- March 2014 Higher Education Funding Council for England (HEFCE) published Open access in the post-2014 Research Excellence Framework

Open access for institutions

- Must demonstrate compliance with funder OA policies in order to secure future research income
- Need to make best possible REF submission whilst ensuring compliance with the HEFCE OA policy
- Should provide services and support for researchers
 - policies which clarify the institutional position
 - procedures which explain what to do to comply
 - institutional repositories (e.g. SHURA)
 - SHU Open Access Fund
 - training events and advocacy materials
- Centralised support at national level is being developed by organisations such as JISC
- Institutional budgets are supporting development of open access services and compliance with funder mandates

Open access for researchers

- Variety of awareness and engagement with OA up to now but important now for authors to embed OA within their publication process
- Knowledge of funder policies and SHU Open access policy
- Understand OA policies of their publishers, including embargo periods and permitted licences ... and possible alternative avenues to publish
- Understand implications of Copyright transfer agreements with publishers
- In publications remember to acknowledge funders and state where the research data can be found
- Provide information about stages in their publication workflow to enable monitoring (HEFCE REF policy based around acceptance date)

Open access for publishers

- Growth of open access journals where the author pays an article processing charge (APC) to publish: average cost is £1500 but larger publishers may charge more.
- Growth of hybrid journals: major publishers offer authors an option to pay open access fees to publish in established journals
- Growth of OA journals which are free to authors and free to access: Directory of Open Access Journals has nearly 11,000 titles
- Publishers doing well - also making revenue out of their back volumes by selling them as archives. Continuing to charge subscriptions as well as receive APCs. Move to challenge "double-dipping" led by JISC
- Growth of "predatory" publishers with new OA business models: generally undercut established publishers and entice contributions from authors via e-mails, etc.
- Changes in the economic model for scholarly publishing?

Research Data Management (RDM)

- Principles of open access applied not just to outputs but to the underlying research data which should be made available for the purpose of:
 - scrutiny of research outputs
 - re-use in new research projects
- Making data available to others requires management of those data during the research project
- Mandate from funders and journals since 2011 + Good research practice



Research Data Management (RDM)

Planning

- Including ethics and copyright
- Including responsibilities and resources

Managing

- Documenting and organising data
- Storing and backing up data

Keeping

- Selecting which data to keep
- Preserving data
- Giving access to data



Re-use

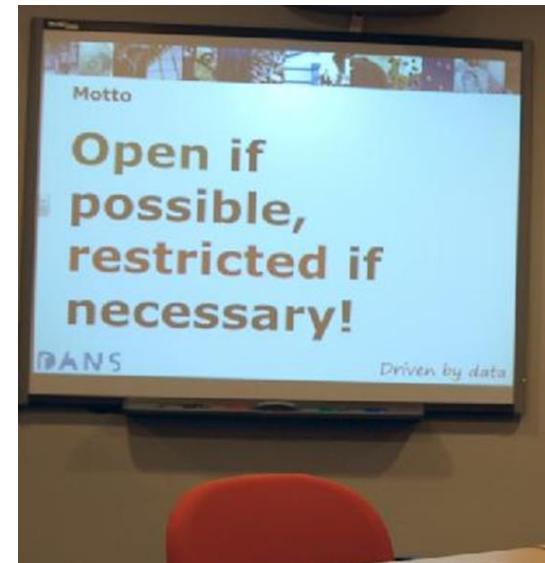
Before research

During research

After research

Open data versus open access

- Different objects, different demands
- Open access publications are free to use by anyone but there may be necessary restrictions to openness of data:
 - data may be subject to various legal, ethical and contractual restrictions
- Dimensions of openness:
 - **what** materials are made available (raw versus processed data, other selections of data)
 - **when** they are made available (when research outputs are published, when research project finishes, immediately or with a delay)
 - **to whom** they are available (known colleagues, the wider research community after registration, unrestricted access)
 - **on what terms and conditions** they are available (licenses other than CC-BY)



A brief history: RCUK

- RCUK, *Common Principles on Data Policy* (2011)
 - Publicly funded research data is a public good, "produced in the public interest, which should be made openly available with as few restrictions as possible"
 - Published results should always include information on how to access the supporting data
 - Datasets should be sufficiently documented to be able to find them and understand them
 - There may be legal, ethical and commercial constraints on the release of research data
 - Data producers may be entitled to a limited period of privileged use
 - It is appropriate to use public funds to support the management and sharing of publicly funded research data
- Each RCUK funder has its own policy
- All require a data management plan; most monitor compliance; some may impose sanctions (e.g. withholding payment or future funding)
- EPSRC has expectations of institutions with 1 May 2015 deadline: policy, training and awareness, data archive, data catalogue



On the horizon

- Horizon 2020:
 - A limited pilot on open access to research data
 - Participating projects are required to develop a Data Management Plan
 - Other projects are invited to submit a Data Management Plan but this is not compulsory
- HEFCE requirements for post-2014 REF:
 - Doing more than the minimum regarding management and sharing of research data will be rewarded as part of the environment statement
 - Unclear which part and how much it will be worth, but it will influence REF score for a Unit of Assessment
- We will likely see an increase in the number of journals requiring data sharing, e.g. Nature and PLOS require publication of datasets underpinning articles at the time of publication



RDM @ SHU: Project

- Research Data Manager: post based in LIS but has a University-wide role
- RDM and OA Steering Group
 - Chaired by Paul Harrison, representation from IS&T, LIS, RIO and academics from the four faculties
 - To further develop existing Research Data Management Processes and associated IT services to ensure full compliance with EPSRC policy
- Activities:
 - RDM Workshop (8 May 2014)
 - OA and RDM policies (14 October 2014)
 - RDM survey (until 5 December)
 - Support infrastructure (ongoing)

RDM @ SHU: Support

Support (One Stop Shop, Advisory Service, Events)

Planning

- Data Management Planning Tool

Managing

- Research Data Store (Q: drive)

Keeping

- Research Data Archive and Catalogue

Before research

During research

After research

RDM @ SHU: Survey

- <http://tinyurl.com/shu-rdm-survey>
- Closing date is 5 December
- 110 responses so far
- There is interest in workshops on
 - data management plans (60%)
 - documenting research data (47%)
 - copyright and IP (46%)
 - sharing and citing research data (38%)

Questions?

A Vision for Teaching and Teachers

Liz Barnes
Deputy Vice Chancellor



Staff

Spaces

STUDENTS



Technology

Engagement

Learning and Teaching Strategy

- Providing high quality and popular programmes.
- Delivering outstanding teaching.
- Developing a culture of continuous improvement.
- Providing an excellent infrastructure to support our teaching and learning.

Learning and Teaching Strategy

Quality
Academic
Professional
Engagement
Support
Ambitions
Achieve

NSS

- **Teaching on my course**
 - Staff are good at explaining things (90%, 90%)
 - Course is intellectually stimulating (83%, 86%)
- **Assessment and feedback**
 - The criteria used in marking have been clear in advance (79%, 76%)
 - Feedback on my work has helped me clarify things (68%, 66%)
- **Academic Support**
 - I have been able to contact staff when I needed to (86%, 87%)
 - Good advice was available when I needed it
 - (81%, 77%)

NSS cont.

- Organisation and Management
 - Any changes communicated effectively (79%,78%)
 - Course well organised and running smoothly (76%, 77%)
- Personal Development
 - My communication skills have improved (88%,84%)
 - The course has helped me present myself with confidence (85%, 81%)
 - As a result of the course I feel confident in tackling unfamiliar problems (85%,82%)

Good Practice

- Encouraging and Motivating
 - Use the idea of the feedback sandwich structure of 'good aspects, points for improvement, and then encouraging points'.
 - Avoid giving too much feedback; save time by giving two comments on areas they got right and why, and two key suggested improvements. A list of every flaw is demotivating and rarely engaged with.
 - » Matthew Simon, Sue Forder, Mike Robinson ACES

Staff

- KPI 95% of staff with a teaching qualification in HE from a UK University or fellowship of the HEA

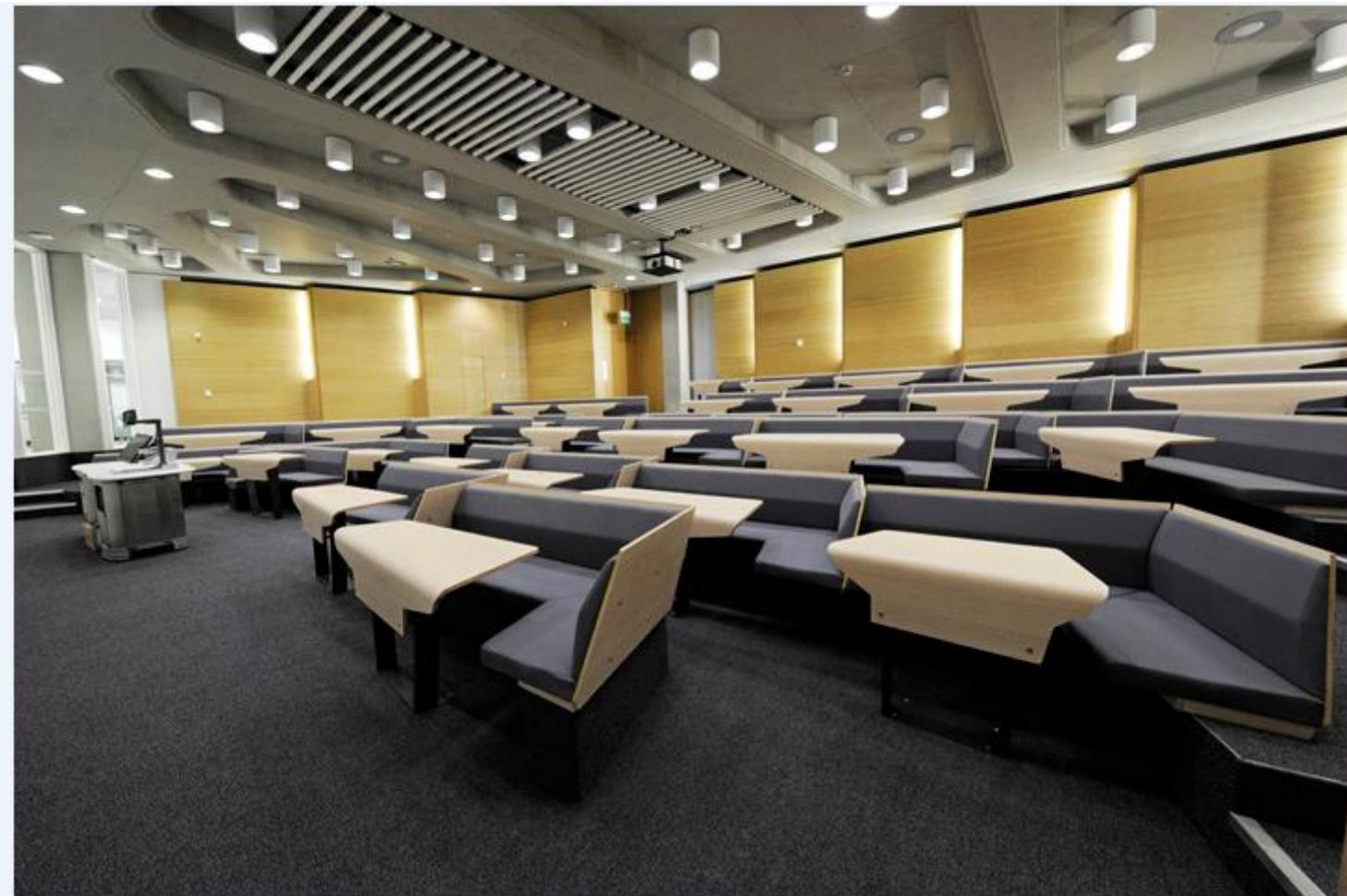
	SHU	ACES	D&S	HWB	SBS	SLS	VC's Office
Fellow	540	95	163	115	147	18	2
Senior Fellow	56	7	20	22	3	3	1
Principal Fellow	6	2	2	2	0	0	0
Total meeting KPI	723	128	214	191	169	18	3
	52%	38%	48%	58%	65%	75%	

Expectations

- Student focused
- Professional at all times
- Engaged with scholarship
- Research informed teaching
- Information technology literate
- Range of pedagogies
- Inspires & challenges students
- Engages students outside of formal teaching

Barriers

- Significantly more delivery staff and support staff than other HEIs
- 63% of our income is spent on staff
- £9000 fee is capped
- New government??
- Competition from competitors







a glimpse ahead..

Microsoft's concept - Future vision 2020

Group Meetings



Google+



Google Hangouts

By using interactive video based tools the experience of distance learning students can be improved - "*I no longer feel alone*" being a telling comment from one student. Another said "*Being able to see our tutor and peers was great!*"



Group Skype

First year students used Google Hangouts or Skype, which they captured using screencast-o-matic and embedded in to their individual blogs to reflect upon their contribution.

Resources shared by EPCC MOOC participants

Resources kindly curated by Patricia Kinsella.

Amelia Tooze

<http://www.dailymail.co.uk/health/article-2602068/Faulty-tests-false-hope-prostate-cancer-victims-Half-patients-aggressive-tumour-diagnosed.html>



Ann Wearing

<http://www.thisislocalondon.co.uk/news/11551223/St-afistic>



Brylie Henderson

<http://prostate.org.nz/symptoms-diagnosis/>



Chloe Ong

<http://www.healthxchange.com.sg/healthyliving/SpecialFocus/Pages/Prostate-Cancer-Zap-It-Away-With-Few-Side-Effects.aspx>



Ebison Chinerade

<http://www.youtube.com/watch?v=WV5krGdrmK0>



Eileen Gail <http://news.stv.tv/west-central/209080-frank-survived-cancer-by-chance-but-i-beat-it-through-screenings/>



Heather Bland [http://www.europeanurology.com/article/S0302-2838\(11\)00860-8/pdf/baseline-prostate-specific-antigen-testing-at-a-young-age-img-src-manager-uploads-europeanurology-com-eur-articles-s0302-2838-11-00860-8-assets-eulogol.jpg-alt-eulog1](http://www.europeanurology.com/article/S0302-2838(11)00860-8/pdf/baseline-prostate-specific-antigen-testing-at-a-young-age-img-src-manager-uploads-europeanurology-com-eur-articles-s0302-2838-11-00860-8-assets-eulogol.jpg-alt-eulog1)

ATTACHMENT

Carley Hynam

<http://www.macmillan.org.uk/CancerInformation/CancerTypes/Prostate/SymptomsDiagnosis/Diagnosis.aspx>



Crispen Chamunyonga

<http://jama.jamanetwork.com/article.aspx?articleid=389871>



David Cutt www.mymyc.com



Delia Whiteman

<http://www.nature.com/srep/2013/130624/srep02059/full/srep02059.html>

Jessica Skilbeck

www.cancersupportcentre.co.uk

Janine Annadale

<http://www.augmentix.com/products/sp>

Jill Davison

http://www.beatson.scot.nhs.uk/content/default.asp?page=s18_1_4



For Patients & Relatives

Take the virtual tour

Geoffrey Towett

<http://www.ipcrc.net/pdfs/Kenya-National-Cancer-Control-strategy.pdf>



Joanna Finlay

<http://prostecanceruk.org/media/11531/how-prostate-cancer-is-diagnosed-ifmpdf.pdf>



Katherine Lakhani

http://www.ncsi.org.uk/wp-content/uploads/The_holistic_needs_assessment_for_people_with_cancer_A_practical_Guide_NCAT.pdf



NCAT

Assessing Holistic Assessments for People with Cancer

http://www.ncsi.org.uk/wp-content/uploads/The_holistic_needs_assessment_for_people_with_cancer_A_practical_Guide_NCAT.pdf



ASSESSMENT AND CARE PLANNING FOR PEOPLE WITH CANCER



BOOKLET



BOOKLET



BOOKLET



BOOKLET



BOOKLET



BOOKLET



BOOKLET



BOOKLET



BOOKLET

Kevin Hughes

<http://www.telegraph.co.uk/healthnews/10121870/Half-of-prostate-cancer-cases-may-be-missed.html>



Kirsty Nash

<https://www.maggiescentres.org/>



Nicola Lancaster

<https://www.youtube.com/watch?v=vFZs4EH7erPo>



Paula Robson

<http://www.galaxy.com>



Paula Taylor

<http://www.article-28071/prostate-canfindsunshinewithcampaign-1490&nsmpaign-1490>





Collaborative Social Bookmarking

SOCIAL MEDIA - Connecting the World with Businesses - 2 views
www.slideshare.net/...ting-the-world-with-businesses
social | media

shared by Shaun Cain on 31 May 13 - Comment - Like - No Cached - More▼

 Shaun Cain on 31 May 13
This presentation was created by Nicole Elmore, Business Consultant & Marketing Strategist.
I just thought it provided an interesting read.

 Alexandra Locke on 01 Jun 13
Provides a great insight into the ever-increasing presence of social media in our lives...food for thought.

8 steps towards writing a communication strategy by Roger Jabaly - 3 views
communicationisking.com/...iting-a-communication-strategy
communication | strategy

shared by Janice Baker on 01 Jun 13 - Comment - Like - No Cached - More▼

 Janice Baker on 01 Jun 13
Basic steps for planning any communication strategy, incl. social media as a short synopsis.

7 Simple Tips To Grow Your Social Network | LinkedIn - 2 views
www.linkedin.com/...ps-to-grow-your-social-network
Social | network

shared by Alison Parker on 27 May 13 - Comment - Like - No Cached - More▼

 Alison Parker on 27 May 13
I thought this was v interesting from Bernard Marr.
PS I have finally figured out how to post to this forum.

Students collaboratively create a shared library of 'book marks' for key texts and develop confidence to critically evaluate them via comments

diigo

My Groups / Social Media Use in Organisations 2013



Social Media Use in Organisations 2013

This is our social bookmarking group for the module. Here we can bookmark and share links to useful resources.

diigo

Easy and in depth framework for photographs!: Harrison, C (2003) Visual Social Semiotics: Understanding How still Ima... - 17 views

started by James Bishop on 12 Mar 10 - Comment - Like - Edit - Delete - Moderate - Enable Email Alert

 Juliet A on 18 Mar 10 #3
Yes, I found it interesting but I couldn't really use it to address the sort of graphics you get in technical documentation. In the case of what I'm using to analyse for my essay I only have screenshots.

 J John on 20 Mar 10 #4
On first impressions I found this framework really useful, and in depth to use. However after further reading I have decided it is not as good as the framework Kress and van Leeuwen themselves put forward originally. This is because Harrison only looks at individual images and their interaction with text. Machin (2007) and Kress and van Leeuwen (2006) look at issues wider than an individual image, e.g. typography and page design. The article is however very useful as a 'checklist' for design teams, and as Harrison puts it herself, those short of time to learn about semiotics. In this respect the article is excellent for the job it was intended to do.

I agree with Juliet though that it isn't suited to all types of image.

To Top


Post

Putting SHU back on the map

- Develop your practice - innovate
- Share your practice - internally and externally
- Apply for grants
- Engage with external bodies
- Network

Engaging Staff

How to share that message with other Staff.

Academics excel when talking and reflecting on subjects in which they are the experts.

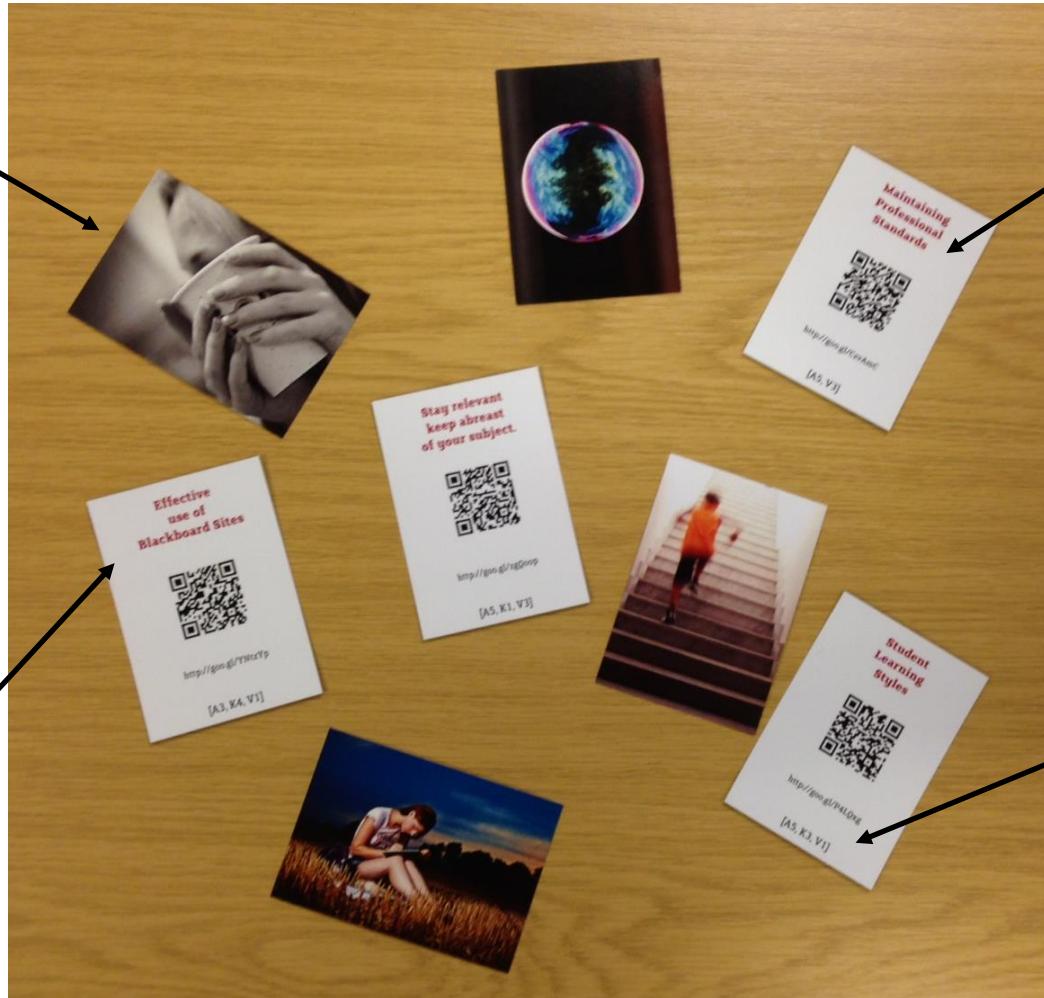


"I thought it was a brilliant opportunity to reflect upon our practice, share ideas and thoughts and ultimately consider how to improve our lectures."

Sheffield Hallam University

Tools for Engagement

Images for discussion



Statements for provoking thought

QR codes linking to CDP resources

Descriptors mapping to the UKPSF

Images relating to the use of teaching space.

Sheffield Hallam University

Points to consider.

What are the challenges we face?

What are the opportunities we have?

How can we better use what we have already got?



Images relating to the use of teaching space.

**Sheffield
Hallam
University**

Turn the cards over

What provision needs to be put in place to achieve this?

**Engaging
Large Groups**



<http://goo.gl/qoZ3UL>

[A1, K3, V1]

**Research
and/or Practice
Informed Teaching**



<http://goo.gl/TNuWMf>

[A5, K1, V3]

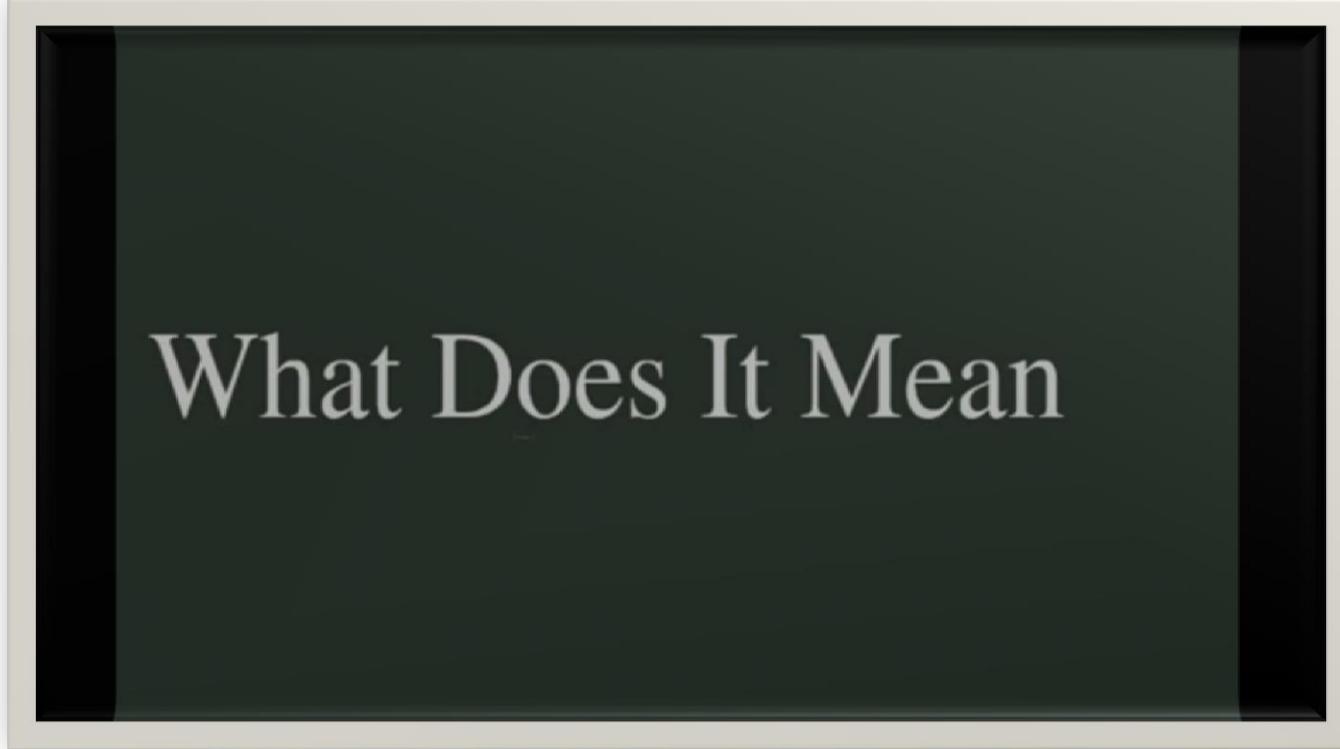
**Student
Learning
Styles**



<http://goo.gl/P4LQxg>

[A5, K3, V1]

- Teaching in the 21st Century



Resources to Support Learning and Teaching

Jackie Cawkwell, *Innovation & Professional Development*

Dr. Ian Glover, *Technology Enhanced Learning*



Activity - in groups of 5 or 6

- Briefly tell the group what your own teaching role consists of, or is likely to, e.g.
 - Classroom delivery
 - Postgraduate supervision
 - Curriculum design
 - Assessment & Feedback
 - Academic tutoring
- Which parts of teaching do you enjoy the most? Which are more challenging (or likely to be)?



| Share your thoughts

- 2 points from each group
 - What's working really well?
 - Where would you welcome CPD opportunities and support?



| Useful Online Resources

- "University and College Teaching" and "Teaching Online" courses
accessed through "Academic CPD Online Courses" module on Blackboard
- Teaching Essentials
- Induction+



| Further Opportunities to Share and Learn

- Annual Learning and Teaching Conference
- Student Engagement and Experience Journal (SEEJ)

