CETLview

Welcome to CETLview, the newsletter updating you with what's going on in the CETLs.

The CETLview newsletter covers the events and activities of the **e3i** (Embedding, Enhancing and Integrating Employability), **CPLA** Centre for Promoting Learner Autonomy) and **CIPeL** (Centre for Inter-Professional e-Learning) CETLs (Centres for Excellence in Teaching and Learning).

e3i CETL News

Destinations

Destinations Resource
Dave Cotton

Destinations is the brand name for a career development learning website specifically developed for undergraduate students in higher education, and taught postgraduates, by the Centre for Career Management Skills at the University of Reading. It was purchased in August 2008 with funding from the e3i CETL at Sheffield Hallam University and is installed and managed by the Careers & Employment Service.

Destinations is designed to give freedom and flexibility to programme leaders to choose the resources they wish to use with students. There is no set 'route' through the content: the clear navigation allows flexibility to incorporate career management skills into their teaching and course design.

The site contains a number of pre-existing 'topics', each exploring aspects of a popular career learning theme, such as 'Interviews', 'Personality' or 'CVs'. New ones can also be added.

To get a feel for what this resource looks like take a look at the Destinations website http://destinations.shu.ac.uk/. If you are interested in using this resource with students please contact either Dave Cotton at d.cotton@shu.ac.uk or Kent Roach at k.roach@shu.ac.uk.

Evaluative study of the Venture Matrix: enterprise and commercial awareness in the curriculum
Dr Ester Ehiyazaryan

An evaluative research study was carried out in order to understand the student experience of working and learning within the Venture Matrix (VM). The study used a mixture of quantitative and qualitative methods: a survey was distributed to all students taking VM modules. This was followed up by focus group interviews with students from all three levels of study, which allowed students an opportunity to talk about which aspects of the VM they particularly enjoyed and learned from.

Venture Matrix Networking Event

A number of interesting insights emerged from the study, including aspects which enhanced these learners' motivation and engagement in learning about employability. Of particular interest were the need for first year students to exercise adaptability and competitiveness, the value of real world business interactions to be integrated within the learning

Sheffield Hallam University
SHARPENS YOUR THINKING

process and the attributes and behaviours of confidence, trust and honesty which these students developed while working in an interdependent way.

Essentially, this evaluative study highlighted some of the unique possibilities which the VM learning environment offers to students who are prepared to exercise their creativity and to engage in enterprise. Considering that these aspects of learning take place in a relatively safe environment, yet allow for the possibility for students to experience aspects of the real world of work on a level comparable to and in some cases exceeding the potential of placement learning, the VM can be seen as a considerable asset in enhancing and integrating employability within the higher education curriculum.

e3i supports Student Employability Projects
Dave Laughton

e3i invited colleagues to bid for funds to support small scale projects focusing on student perspectives on the employability aspects of their courses.

There was considerable interest in this initiative, and in the end it was possible to support 18 projects, with all Faculties having colleagues involved. The criteria for deciding upon projects emphasised the student voice and student input, both in relation to the investigation process and the outcomes, as well as the potential for course developments arising from the investigations. Although there is a large amount of research and evaluation of both employer and educational institutions' perspectives on employability, there is a relative dearth of information on student perspectives.

The aim of this initiative is to make a contribution in this area, foster a greater understanding of this within SHU, generate findings that will inform course development, and disseminate these more broadly across the HE sector.

A summary of the 18 projects will shortly be made available on the e3i website at: http://extra.shu.ac.uk/cetl/e3ihome.html. The projects are due to be completed within the academic year, and a summary of the key outputs and findings will be made available via the web site in due course.

Profile: Jeff Waldock
Teaching Fellow for Employability ACES

My background is in Mathematics (BSc) and Physics (PhD), and before joining SHU in 1987 I was a full-time researcher in Geophysics. Also having taken a PGCE in Mathematics, I latterly became more interested in building a career in HE.

As Teaching Fellow for Employability in the Faculty of ACES, I am keen to support staff activities across the Faculty that focus on raising student awareness of the value of skills development, particularly in the use of PDP. I am also keen to encourage staff to use assessment creatively to help develop these skills while still retaining the subject content. We can make a big difference to student employability by helping them to become more aware of their own abilities, to understand the purpose of assessment tasks in improving them and to be able to articulate them effectively.

Outside Sheffield Hallam University I am involved with the Maths, Stats and Operational Research (MSOR) subject centre Employability skills project, and with a JISC funded project on behalf of MSOR into the use of PDP.

CIPeL CETL News

'Access for All' within the HWB Digital Marketplace
Marcus Walker

This October the Centre for Inter-professional e-Learning (CIPeL) contributed to the Faculty of Health & Wellbeing's (HWB) Digital Marketplace with a 'stall' advocating digital 'Access for All'.

The event, held in the Robert Winston Building Café, provided an excellent opportunity for staff and students to discuss ideas around the University's Digital Fluency agenda. The Marketplace also showcased the support that is currently available for HWB staff who are using (or wish to use) digital technologies as part of the learning opportunities provided to students.

CIPeL Learning Technologists Luke Miller and
Claire Hannah hosting the Digital Marketplace stall

CIPeL used its 'stall' at the Digital Marketplace to raise awareness of the need to create greater accessibility within learning resources. Luke Miller, Senior Learning Technologist at CIPeL explained why he believed it was important to be present, "we wanted to share our knowledge and understanding of how we can make digital learning resources accessible to both staff and students. Our aim, and the aim of those creating learning resources, should be to ensure that users with a wide and varied range of needs will be able to experience the same level of learning".

At the Marketplace, CIPeL team members demonstrated a learning resource template created using XHTML (Extensible Hyper Text Mark-up Language) and CSS (Cascading Style Sheets), designed to be both accessible and engaging. The demonstration accompanied a poster display, which highlighted numerous simple and effective means to aid accessibility. These included the importance of separating content from presentation, utilising keyboard shortcuts to navigate and interact, subtitles to accompany video/audio clips, and full text transcripts of videos/animations for those with visual impairments.

Following the Digital Marketplace CIPeL has continued to offer support and advice to staff in creating accessible digital resources, and has also made their templates available for all to use.

Engaging Students as Evaluators
Marcus Walker

Undergraduate students from a range of Health & Social Care courses at Sheffield Hallam University (SHU) have been getting involved in an exciting new means of evaluating their own Inter-professional Learning (IPL) modules. This fresh approach puts students at the forefront of analysing the impact of recent developments to IPL modules through an approach known as Appreciative Inquiry.

Appreciative Inquiry is a research approach often used in circumstances where educational change is being evaluated. Using the conversational interview approach of Appreciative Inquiry, four student evaluators interviewed fellow IPL students, focussing on the positives of their learning experience, in order to implement a constructive change in the development of the programme. This allowed them to discover what worked well and what might be possible in future IPL modules.

Student evaluators enjoyed this unique chance to participate in a research study, whilst gaining knowledge and experience of ethical governance and data collection and using a focus group to support data analysis. By applying the Appreciative Inquiry process of Discover, Dream, Design and Deliver (Cooperrider, 2003) the evaluators were able to assess the students' most positive experiences of the IPL modules and guide them to create new ideas on how to develop the course in subsequent semesters. As a result of planning and prioritising these existing experiences with new ideas numerous 'Designs' on how the course could progress were expanded.

Process of Appreciative Inquiry
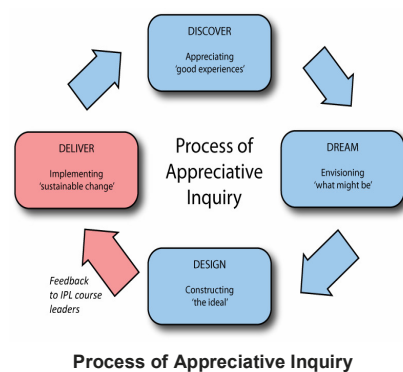
The students' new 'Designs' have informed the decisions of those leading the IPL course to implement a positive change in how IPL is taught in the Faculty. This study has now been extended till March 2010, and it is hoped that a larger number of student evaluators will generate even more information of ways to develop the teaching of IPL at Sheffield Hallam University.

CPLA CETL News

Profile: Sue Walsh
CPLA Associate Director HWB

I am an occupational therapist by background having worked for many years in mental health services. Since being at Sheffield Hallam University I have become interested in different approaches which can promote learner autonomy including enquiry-based learning, action learning and e-learning. I am also committed to more flexible approaches to learning to meet students' diverse needs and have developed part-time and work-based learning programmes at different levels.

Broadly speaking, my role as Associate Director is to support staff and students in activities which promote learner autonomy. This includes developing networks to share the good practice that is already happening, encouraging development and evaluation of learner autonomy strategies, making links with other CETLs and developing closer relationships between tutors and students as partners in learning. I am currently doing research which explores how personal experience is used in learning with a particular focus on the development of mental health professionals.

CPLA Encourages Innovative Development in Learner Autonomy across the Faculties
Dr Jo Elfving-Hwang

The aim of the Centre for Promoting Learner Autonomy CETL is to promote learning and teaching practices that empower students to acquire responsibility for their own learning in partnerships with tutors and other students. To this end, the CPLA is currently supporting a number of exciting pedagogical developments across the University.

1) Faculty Projects

The centre is working very closely with all four faculties of the university on large scale faculty-wide projects. These two and a half-year projects are now underway, and are being developed by the faculties in areas where engaging with learner autonomy will have a significant impact on students' learning experience. The project teams have a designated project leader, who is responsible for managing initiatives that typically involve a complete degree programme or a substantial part of one. The projects' rationales are underpinned by an existing theoretical framework informed by principles of learner autonomy. A continuous evaluation process will allow project participants to reflect on the successes and challenges encountered in order to develop professional teaching practice, which is student centred and highly relevant to the diverse contexts of teaching and learning at Sheffield Hallam University. We anticipate a growing number of people to participate during the next academic year with a view of disseminating good practice developed within the faculties across the institution. The research outcomes of these projects will contribute to the growing number of high quality publications produced under the auspices of the CPLA CETL.

2) Small Scale Projects

In addition to the large scale projects, the CETL is also funding and supporting a number of one-year development initiatives, which are by and large run by individual academics who wish to focus on a single teaching module with the view of developing innovative learning and teaching approaches designed to enhance students' engagement with learner autonomy.

The 24 projects will run from September 2008 until June 2009, and the key issues they address include: engaging students with enquiry based learning, information skills, peer mentoring and project based learning. Support for these projects will include a number of workshops facilitated by CPLA; at elbow support from the CPLA director, CPLA researcher/developers and associate directors; action learning sets; and an interim seminar in January which will be an opportunity to disseminate good practice. The outcomes of these projects will be disseminated through the CPLA website (http://extra.shu.ac.uk/cetl/cplahome.html), an end of project symposium in July 2009, as well as through internal and external publications.

3) Scholarship Teams for Autonomy Research (STARs)

The Scholarship Teams for Autonomy Research (STARs) are an exciting new development to enable academics from across the University to engage in cutting edge pedagogical research into specific aspects of learner autonomy.

Each team has been given the task to undertake a systematic literature review and investigation of practices that have been

identified as central to promoting learner autonomy, namely:

- Developing a conceptual stance to teaching and learning in higher education
- Student motivation and engagement
- Developing information literacy
- Managing learning
- Enquiry-based learning (EBL)
- Student partnerships

It is anticipated that the findings of this project will significantly contribute to existing conceptual and theoretical literature on learner autonomy, and the scholarly output will include both external publications and conference presentations. On a more practical and localised level, the findings of this research will be used to develop guidelines and recommendations for enhancing engagement with the principles of learner autonomy within the University and beyond. The work of the teams began in September 2008, and will last for the duration of the CETL funding.

Case Studies – Learning from Practice
Raj Dhimar

During the latter half of last semester (2007/08) and throughout the first semester of this academic year (2008/09), we have been liaising with colleagues across the faculties to capture the successful outcomes from a variety of learner autonomy projects that were carried out between 2005 and 2007 at the University. The idea underpinning these case studies is to use them as a resource for staff who may wish to pursue similar projects in the future. The case studies are intended to provide examples of learning, teaching and assessment practice in learner autonomy for internal reference as well as for external publication.

A flexible approach has been used to develop a scholarly evidenced based model for written publication that could potentially be transferable to other subject areas. This broadly includes the appropriate inclusion of background literature, description of the learning and teaching strategies used, account of relevant findings, analysis or evaluation of the findings and/or the process. We are pleased that so far ten draft cases have been produced, including representation from a number of subject areas at the University, including; Maths Education, Psychology, Teaching English to Speakers from other Languages (TESOL), Criminology, Real Estate, Business and Occupational Therapy.

Currently, the case studies are in the process of being reviewed by the CPLA Associate Directors to provide some constructive feedback on how to improve them. The benefits to CPLA and SHU staff will be a collection of useful case study resources and the development of a scholarly model for publication opportunities of this type. Moreover, writing up the case studies has also allowed participating staff to reflect on the work carried out. We intend to have the case studies published on the CPLA website in December 2008.

CETL Rooms

The CETL rooms have recently been repurposed to provide a more flexible and dynamic environment to accommodate innovative activities in teaching and learning. They have already been used for a number of activities and events.

The CETL rooms are fully equipped with state-of-the-art IT and AV equipment, which can be accessed via newly installed podiums.

Please contact Richard French at r.french@shu.ac.uk for any additional queries regarding the CETL Rooms.

Owen 221

Owen 221 is an ideal location for smaller events including workshops and seminars. This room is also ideal for breakout sessions and group activities. Seating capacity: **35**

Owen 222

Owen 222 can be used for formal staff meetings and to simulate board meetings where students take on the role of clients or consultants. Seating capacity: **16**

Owen 223

Owen 223 is a great space for larger interactive seminars and workshops. This has been used by staff and students for a range of group working activities. Seating capacity: **50**

Getting in Touch
If there is an article that you would like to write/contribute to/ read about in the next issue, contact the editor at::

r.french@shu.ac.uk

Thanks to all contributors

Find Out More
For further information, news, developments and a user friendly list of CETLs FAQs please visit our website at:

http://extra.shu.ac.uk/cetl

This information can be made available in other formats.
Please contact us for details.