

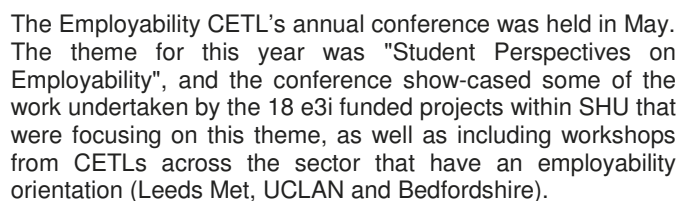


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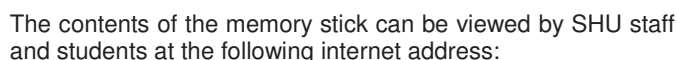
e3i Annual Conference: Student Perspectives on Employability

Dave Laughton



Keynote speakers were Professor Philip Jones, Vice Chancellor of SHU, and Aaron Porter, Vice President of the National Union of Students. Approximately 120 delegates attended the conference, including colleagues and students from SHU as well as from other universities in the UK.

e3i Annual Conference



The conference was also used to launch the STARS resource, a software tool that helps students to articulate their skills and attributes in language that employers recognise, and to distribute employability resources that have been produced by the e3i CETL, such as the Career Management Skills Memory Stick. Some of the resources used and demonstrated in the conference will shortly be made available via the e3i website: <http://extra.shu.ac.uk/cetl/e3i/e3ihome.html>

STARS Resource

Nick Nunnington

"Getting students to articulate their skills properly - it's like drawing teeth!"

Does this sound familiar?

Frustrated by the way in which students, who often have very interesting and relevant skills and attributes, find it difficult to articulate this effectively in CVs and application forms; Nick Nunnington and Damien Fitzgerald from our e3i Employability CETL in partnership with Arti Kumar of the Building Bridges CETL at the University of Bedford and Ellen Cocking from the PILS CETL at the Open University, have produced an interactive personal development tool which is designed to combat this problem.

The tool utilises the "STARS" approach which is increasingly advocated as an appropriate and effective framework for articulating skills and qualities, which requires students to consider the:

- **Situation:** an experience or an activity you have been involved in.
- **Tasks:** what you needed to achieve in the situation, what were your responsibilities?
- **Actions:** how did you achieve the tasks you needed to complete, what did you actually do, how did you contribute?
- **Results:** the outcome(s) of your actions. These may be negative or positive; the key is what you learned from the experience.
- **Skills:** the skills you demonstrated and/or developed as a result of your experience.

The tool is very relevant to contemporary career management as the majority of employers express their requirements in terms of skills and competencies.

The tool helps students by guiding them through a step by step approach to STARS with a wide ranging set of prompts and resources to promote confidence ensuring that they analyse their experiences; identify the skills they have developed; and articulate their evidence in an appropriate and meaningful way.

The STARS resource includes an abundant range of examples from common scenarios such as working in a call centre or volunteering to demonstrate how to articulate a variety of experiences in a relevant way which are targeted at a particular job opportunity. The tool allows the articulations to be saved, reviewed and exported as text to be incorporated into a student's CV or application form.

For further information about which organisations currently have access to the STARS resource you can view a list of participating organisations at <http://www.starsprocess.ac.uk/page/orgList.php>.

If you are interested in using STARS at your institution you can register your interest at www.starsprocess.ac.uk/page/interest.php

If you would like to know more about the project, please contact the STARS administrator at: www.starsprocess.ac.uk/page/contactus.php

CPLA CETL News

New Associate Director for Development & Society

Ivan Moore

CPLA is pleased to welcome Cathy Burnett, who joins us as the Associate Director for D&S. Cathy replaces Professor Roger Lloyd-Jones, who has served us since 2005. We would like to thank Roger for all his valuable work with us and for the extremely useful contribution he has made to the achievements of CPLA.

Profile: Cathy Burnett

I have worked at Sheffield Hallam for the past nine years in initial teacher education and before that as a teacher in primary schools, local authorities and theatre-in-education companies. My most recent research relates to students' perspectives on the role of new technologies in their lives, with a focus on relationships between formal and informal learning.



I have had a longstanding commitment to learner autonomy with a particular interest in the use of enquiry-led approaches. During the past year, I have been working alongside Phil Askham, Faculty Teaching Fellow, to investigate the scope of enquiry-based learning across the faculty. I have valued the opportunity to meet and learn from colleagues in different areas and this has provided valuable insights into the breadth of innovative approaches being used in Development and Society.

As Associate Director, I shall be working with colleagues and students to continue to promote and develop approaches which support learner autonomy. This will include supporting curriculum development and establishing networks for the dissemination and development of existing practice.

CPLA Enters its Final Year of Funding

Ivan Moore

The Centre for Promoting Learner Autonomy has achieved much over the past four years, but as we enter our final year of funding, we are not about to slow down. In fact, we have planned a wide range of development and promotion activities and events.

Small Scale Project Scheme 2009-10

Ivan Moore

This year, CPLA supported 24 small scale projects, aimed at promoting learner autonomy in our students. Although many of these projects involved a number of academic staff working collaboratively, the focus was essentially on a single module of study in a single programme within a single subject.

In the coming year, CPLA will be supporting a further 14 small scale projects across all faculties: two projects in each of ACES and SBS; and five projects in each of D&S and HWB. Additionally, to reflect developments in the nature of our work, we are working with the CiPeL CETL to support seven interdisciplinary projects (see Figure 1).

Taken together, we estimate that more than 73 staff will be involved in these development projects and that they will impact on almost 7,000 students.

Project Title	Lead Contact	Faculties Involved	Potential N° of Students Involved
Collaborative Architectural Technology/Virtual Reality Project to Support the Design of New Buildings for Shirebrook Academy	Richard Mather	D&S and ACES	80
Nursing IT: A Peer Assisted Learning Project for Nursing & IT Students	Elaine Stringer	HWB and ACES	100
Assessing and Enhancing Learning Autonomy through Cross-Cultural Learning between Languages and Business Students	Kiefer Lee	Sheffield Business School	40
Cross-subject and Cross-Faculty Working to Promote Problem Solving Skills in Secondary ITT Students	Rowan Todd	D&S and ACES	60
Management Strategy Game Framework	Martin Beer	ACES and HWB	1000+
A Sustainable Marriage	Lesley Campbell	ACES	12
Interdisciplinary & Cross Year Course Mentoring & Integration	Chris Short	ACES	20

Figure 1 The interdisciplinary projects supported by CPLA and funded through the CIPeL CETL

ACES Faculty Project

Allan Norcliffe, Justin Lewis & Mike Bramhall

The ACES Faculty CPLA Project aims to support the development of student learner autonomy through the use of enquiry-based learning (EBL) in the curriculum. The Project is on track to spend/commit this year's entire allocated budget by end of current financial year. Activities this year have included the following:

- Completion and dissemination (on CPLA Wiki and ACES LTA Website) of EBL Handbook, started during first year of Project. This provides staff with information on how to introduce EBL into the curriculum
- Modification of Case Study module on Faculty's Extended Engineering Programme to include use of EBL
- Successful implementation on Faculty's Mathematics programme of Student Mentoring Pilot
- Completion of feasibility study, on Faculty's Computing programmes, of using student-created E-learning material (created by final-year students) to assist first and second year students master subject of databases
- Successful set up by Year 2 Creative Media Practice students, via EBL activity, of Faculty's new TV Channel
- Commencement of Handbook on how best to measure development of student learner autonomy
- Collection of (verbatim) student comments on their experience of EBL activities
- Paper on work of the Project being presented at HEA 2009 Conference.

Next year's plans contain a mix of activities still to be

negotiated together with those in original Faculty Project proposal and include:

- Implementation of EBL activities on Faculty's Computing and Extended Engineering programmes
- Extension of existing EBL activities on Faculty's Creative Media Practice programmes to include work with external organisations (e.g. Millennium Galleries) and exploitation of Faculty TV Channel
- Development and implementation of EBL activities on Faculty's Communication and Journalism programmes exploiting Faculty Newspaper concept
- Further work, possibly cross-Faculty, on developing modules in sustainability and credit-bearing mentoring modules
- Completion and dissemination of Handbook on measuring the development of student learner autonomy
- Conference/Journal dissemination of work of the Project.

Development & Society Faculty Project

Phil Askham

This is a two year project part funded by the CPLA CETL and the Faculty. The overall aim of the project is to embed Enquiry Based Learning approaches across the faculty. The first phase of the project is an audit of existing practice and we have explored this by examining faculty and CPLA funded small projects which have identified EBL as a major theme.

We have also talked to the subject based LTA coordinators to provide an overview of activity. One of the outcomes of the audit is a better understanding of the way in which individuals are championing "pockets of excellence" in EBL but also an awareness of the need to embed such practice more widely. Another finding from the audit is an appreciation of EBL as a philosophical position rather than a learning methodology. This means that there are many deferent ways of delivering enquiry led learning.

We continue to disseminate our findings locally and nationally, and where possible internationally at LTA conferences and we are currently working towards the creation of a "Learning Common Room" as a focus for further discussion and support around EBL. The second "embedding" phase of the project will centre on this as well as work with programme teams; in particular support for the curriculum planning process across the faculty through the medium of the Faculty based Curriculum Development Group.

Health & Wellbeing Faculty Project

Karen Booth & Claire Craig

The project is based around managing the transitions and is mainly centred on the first year. The first research phase aimed to provide evidence around the first year experience. We have collected data:

- through a quantitative questionnaire to investigate student readiness and motivation for learning,
- through interviews, focusing on the students' experience of the first six months of study
- through interviews with support staff

This phase of data collection is largely complete and has already resulted in some interesting emerging themes. Based on these findings, the priorities identified in the corporate plan and the literature base we have identified our target outputs for the coming six months. These are in development and include: an induction toolkit; skills for study and finding and using evidence to support a year one module and some student support podcasts to highlight the support available outside of the course team.

Sheffield Business School Faculty Project

Godfrey Craik

The five CPLA projects are at various stages of development which reflects the longitudinal nature and holistic approach to the research activities. The theme of the research into learner autonomy centres on the life cycle of a master's student from the point of expressing an interest in our courses to applying for PhD / DBA studies. The starting point for the research is rolling induction, the second stage is e-learning support for developing learner autonomy, and the third stage is to understand the student experience of research and support for dissertations. The final stage is translating Masters-level studying into publications and PhD study through e-case studies.

Dissemination

Ivan Moore

Over the years of the CPLA CETL, the University has gained a significant level of understanding of learner autonomy and expertise in developing methods for promoting it in our students. As we enter our final year, we are expanding our range of dissemination activities.

- We will be offering seminars and workshops around learner autonomy, both within SHU and externally.
- We will be making presentations at a number of national and international conferences, including the HE Academy conference.
- We are working to expand our website by producing guidelines on aspects of learner autonomy, such as Curriculum design, Enquiry Based Learning and evaluating your teaching practice.
- We are preparing case studies from past, current and future projects for inclusion on the website and further publication.

However, we have also begun working on two significant dissemination events:

- We will be writing and publishing a book on Learner Autonomy.
- We will be hosting the first Global Conference on Enquiry Based Learning in July 2010

This represents just a sample of some of the latest developments in our strategy and gives a flavour of some of the exciting activities in and around Learner Autonomy.

CIPeL CETL News

Students Star at the Festival of Learning 2009

Marcus Walker

This March staff from the Centre for Inter-professional e-Learning (CIPeL) attended the 2009 Festival of Learning at Wolverhampton University. With the aid of Undergraduate students from Health & Social Care courses at Sheffield Hallam University (SHU) two workshops were showcased at the event.

The annual Festival aims to enhance the quality of learning, teaching and assessment in Health Sciences and Practice, both in work settings and in higher education. This provided

an excellent platform for SHU staff and students to demonstrate current CIPeL projects.



Sheffield Hallam University students Amy Addinall, Adele Nelson and Sam Earnshaw, with CIPeL staff member Helen Bywater at the 2009 Festival of Learning

In the first workshop student researchers who have evaluated inter-professional education at the University using an Appreciative Inquiry research approach talked through the Inquiry process, and the feedback they received from interviewing their peers. Students enjoyed this chance to discuss their work and were positively received by attendees, SHU student Katie Froude said:

"It was nice that people seemed to genuinely care about our opinion and whether or not we thought this (Appreciative Inquiry) was a good way of getting feedback from students."

In the second workshop SHU students with various learning needs (e.g. hearing impairment or dyslexia) helped CIPeL staff to conduct a workshop on 'Digital access for all'. Here students discussed their own experiences of using CIPeL created learning objects, whilst staff discussed the measures taken to make e-learning accessible to all students. Adele Nelson a SHU student said why it was important for her to attend the conference:

"It is essential that the people who design the software take into account the different students who will be using it. If we expanded the knowledge of just a few people then the conference was a success."

Attendees at both workshops were complementary of the attempts made by CIPeL to provide a learner's viewpoint and the quality of each students input. The success of students at the conference may lead to more SHU students attending future events where student experiences are a central theme.

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::

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Thank you 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.
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