

CETLView

Centres for Excellence in Teaching and Learning

June 2006 Issue 3

Welcome to third issue of CETLView

This issue takes a general look at the work of the CETLS over the last 9 months.

Sheffield Hallam has 3 Centres for Excellence in Teaching and Learning. The vision for all CETLs is to recognise, celebrate and promote excellence by rewarding teachers who have made a demonstrable impact on student learning and who can enthuse, motivate and influence others to do the same. They are equally about the impact on student learning.

CPLA (Centre for Promoting Learner Autonomy) aims to promote autonomous learning through diverse activities including peer tutoring, student led conferences, student led assessment and simulations and creates effective and enjoyable learning experiences.

E³I (Embedding, Enhancing and Integrating Employability) advocates the embedding and integrating of a coherent range of employability features in programmes, which will benefit all students, developing attributes needed for success in their chosen paths and lifelong development and supporting widening access to employment.

CIPeL (Centre for Inter-Professional e-Learning) is a collaborative CETL involving Coventry University and ourselves. CIPeL's aim is to develop and disseminate solutions to the barriers of inter-professional learning amongst students of health and social care professions, through the use of innovative e-approaches.

Promoting Learner Autonomy

CPLA has provided different forms of release for staff over the year and has also provided funding for students working on projects. So far 16 staff have received secondment support. The bid requires CPLA to work primarily with the D&S in both 2005/06 and 2006/07. In fact we have been able to provide some support for a limited number of colleagues in O&M and ACES this year and look forward to working across all four faculties.

All CPLA Associate Directors and CETL Associates work with the external consultant and evaluator, David Baume. Everyone has found this extremely valuable and increasing David's contract with us in 2006/07 to enable colleagues already funded to continue to see David, as well as new colleagues joining the CETL.

Project work is viewable on the CPLA website <http://www.shu.ac.uk/cetl/autonomy/index.html> and we are now looking to extract the general principles which are about both autonomy and dissemination and engagement to help with embedding in different contexts. Peter Capener and Katharine Westwood, placement students with CPLA are providing support for individual projects and for the different special interest groups and they are working directly with students. They reported on their year so far at the Annual LTA conference.

CPLA together with the Employability CETL has contributed fully this year to Annual Faculty LTA plans and activity. In particular we have worked on how we can recognise approaches to promoting autonomy and embed this through course review and validation. Talks and workshops have been provided on this. Christine O'Leary (O&M) and Richard Pountney (D&S) have provided the bulk of this including sessions for course review in HWB.

Giving students an opportunity to review their learning, to develop their own projects and to challenge appropriately is a demanding task. We are delighted that two students from Applied Social Studies will be joining Serena Bufton as invited participants to lead a plenary session at the International Society for the Scholarship of Teaching and Learning in November in Washington DC.

We are currently reviewing work to date and next year we hope to be providing different and varied forms for staff involvement through the different SIGs as well as through our central activity. Colleagues interested in different aspects of CETL activity should contact SIG leaders (see www.shu.ac.uk/cetl)

Enhancing, Embedding and Integrating Employability

E³I has core team of people who have contributed to the development of the Centre and been involved in their own projects and educational developments that impact directly upon students. A central aim of the

Centre is to provide funds to support the development of educational processes and resources that deepen the employability skills and attributes of students.

Examples of this include the Career Management resources produced by Kent Roach (Student Services Centre), that can be used and incorporated within modules, or delivered as a complete module experience, and the Employability Audit tools, which encourage course and subject teams to identify aspects of provision where employability features can be strengthened. Gerry Goldsmith (ACES) is working on ways to integrate PDP and Career Management into post-experience distance learning courses, to help learners reflect and plan, and Gudrun Myers (O&M) has been reviewing how Consultancy projects, undertaken with employers, can add to the employability skills of students.

Another aim of E³I is to contribute to the pedagogy of employability by exploring and evaluating innovative approaches to the development of employability skills. Nick Nunnington (D&S) has further developed the European Challenge project, a real estate based consultancy project with students participating from a number of European universities, and has produced resources that can be used by students, as well as evaluations from employers within the real estate sector. Damien Fitzgerald (D&S) is working with students to produce a deep understanding of the PDP process from a student perspective, with a view to fashioning student centred PDP resources, and Nicky Harris, our placement student in the Centre, has also been involved in this work. E³I has helped to fund a number of Special Interest Groups (Work-based learning, Career Management, PPD) which operate as communities of practice, bringing together colleagues interested in exploring aspects of employability teaching and learning.

We have also been involved in finding out how other institutions in the HE sector are approaching the employability challenge. Visits to a number of institutions, in the UK and abroad, and attendances at conferences, have provided plenty of food for thought (e.g. should SHU design an employability guarantee for students?) and a recognition that we are at the leading edge of employability developments across the sector.

We are looking forward to an additional 7 Associates working with the Centre during 2006-7 on employability projects that have the potential to transform the student experience. In addition, we wish to start the evaluation of the impact of E³I across the university, and build links with CETLs outside of SHU that have an employability focus. We already have a website which helps to disseminate the outcomes of our work, and we wish to engage in dissemination activities, both internally and externally, in a more extensive manner.

The Associate Directors of E³I will be working with

faculties in a consultancy role to enhance the employability aspects of selected course provision. Our first year has been a busy and challenging one and we hope it will be even more so next year.

Centre for Interprofessional e-Learning

CIPeL has now funded fifteen staff members in the Faculty of Health and Wellbeing to work on interprofessional projects. They have all generated some exciting ideas for enhancing interprofessional learning and are now working with the CIPeL team to turn their ideas into e-learning objects. Each member of staff has a mentor from the team and works with Luke, the learning technologist, on the design of the learning objects. Hopefully, the benefits will spread beyond involvement in developing specific learning objects as staff gain new skills and insights into both interprofessional and e-learning.

Another aim of the team has been to develop a research and evaluation strategy to support and investigate the outcomes of the project. This is now progressing well and we have recently awarded a research studentship to Karen Stasi, who is currently working as a researcher at Sheffield University. We also have a 'critical friend' working with the CIPeL team at each of the partner Universities - Coventry University and Sheffield Hallam University. A major focus of their role is to look at the processes of collaborative partnership between the two institutions. The critical friends, Dennis Martin and Frances Deepwell, will assist in "building a portrait" of the CETL as it develops through the early phases and progresses into the later stages of the initiative. Our external evaluator, Martin Oliver, will work closely with the critical friends. As an independent academic, external to the team, he will bring objectivity to the overall evaluation process.

Our partnership with the team at Coventry University is supported by regular videoconferencing and face-to-face meetings. The videoconferences have proved to be more of a challenge of the technology than the team's skills in communication over the 'air waves'!

The first year has been a great teambuilding experience, bringing some challenges, particularly around accommodation and technology. However, we have been impressed and heartened by the enthusiasm of staff in the Faculty to engage in the project and we are looking forward to some exciting collaborations in the coming year.

Find out more

For further information, news, developments and a user friendly list of CETL FAQs please visit our website at www.shu.ac.uk/cetl

Look out for our next issue of CETLView in July.