

*Watching the opening video in the Atrium*

**“Good to see conversations taking place between exhibitors as well as with visitors” - Viewer**

“I enjoyed the chance to share my research with others and to observe their different topics. I particularly liked the fact that there were different posters from different disciplines, so I liked being able to see how others are trying to promote autonomy via different theoretical approaches.” - Presenter

**“ I met a lot of people who I had not met before and that is good news on many levels.” - Presenter**

“Receiving constructive feedback from people from different research disciplines helped me to see the research in different ways.” - Presenter

**“A great chance to network and find common links.” - Viewer**

“(I enjoyed) The networking element and an opportunity to get a snap-shot of other projects” - Presenter

## Feedback from presenters and viewers

**“As a non-academic gaining better understanding of the CPLA areas and how they link. “ - Viewer**

“Good range of posters and opportunity to network and find out applied closely aligned projects. Good to see so many people engaging.” - Presenter

**“I have made some useful research contacts to further discuss different research ideas. “ - Presenter**

“I had useful conversations with three people with whom I would not have discussed my project had it not been for the event.” - Presenter

**“The range of projects was an eye opener for me – there is so much interesting work going on.” - Presenter**

“A great opportunity to network and meet CPLA team - Great to view such a wide variety of poster presentations” - Presenter



*Discussions in the CETL Rooms*

## Are YOU interested in enhancing the learning experience of students in your Module?

### Would YOU like to receive up to £3000 funding from the Centre for Promoting Learner Autonomy to support you in doing this?

The Centre for Excellence in Teaching and Learning (CETL) has been established to promote an environment which supports students in becoming more autonomous as learners. Many approaches may be developed, including Enquiry Based Learning, Problem Based Learning, Design Based Learning,

investigations, Case Based Learning, and role plays, in which the learning is driven by a process of enquiry owned by the students. As part of its activities, the CETL introduced a Small Scale Project Scheme last academic year and was delighted to be able to support 24 projects across the University. We are now in a position to be able to announce this invitation to staff of the University to bid for funding of **up to £3,000** and support for those interested in running a one-year project in the development of, and support for, projects that aim to develop learner autonomy. Projects will run for one academic year, beginning in September 2009.

For more information on how to apply, guidance for filling in an application and who to contact for advice, visit the Wiki page for the CPLA Projects at <http://cplaprojects.pbwiki.com/>



For more information on CPLA visit <http://extra.shu.ac.uk/cetl/cplahome.html>

The next CPLA Newsletter will be available in March and will cover the CPLA Strategy

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# Centre For Promoting Learner Autonomy Newsletter

Issue 2

February 2009

## CPLA Hosts Staff Poster Exhibition

Welcome to our second newsletter! We are feeling a little flushed with success and want to share with you some of the excitement of our staff project poster exhibition. The CPLA is currently supporting a range of activities designed to enhance the student learning experience by encouraging students to become more autonomous as learners. Our activities include 24 small-scale teaching development projects, 4 Faculty-based strategic projects, the work of a scholarship team and the development of a range of resources to support staff engaged in enhancing the student learning experience. These staff presented their work in progress in our exhibition, which was attended by some 150 delegates. If you missed the event, then you can get a flavour of it in the newsletter, and you can see the posters and learn more about the project schemes by looking at our website: <http://extra.shu.ac.uk/cetl/cplahome.html>

**Ivan Moore, Director, CPLA CETL**

### The Exhibition

The revised CPLA development strategy introduced a range of support programmes including the Small Scale Project Scheme, Faculty strategic development initiatives and scholarship teams for Learner Autonomy. These initiatives have been running for between 5 and 8 months now, and many of the staff involved in them have made useful progress. The centre felt that it would be timely and useful to bring these projects and initiatives together to share their ideas, plans and progress and to exhibit their work to date for the benefit of the wider community of the University. The poster format was used to allow flexibility. Delegates were able to attend at any time during the afternoon, and were able to focus on projects of particular interest or relevance to them. A further benefit was the format was that it allowed rich and deep engagement between presenters and delegates.

We are currently planning our next exhibition, which will take place on Friday July 17th. At this event, the small scale project leaders will be exhibiting the outcomes of their completed projects, whilst leaders of the other initiatives will be presenting their progress to date.



*CPLA Director, Ivan Moore, welcomes delegates to the event*

### Poster Exhibition Roadshow

The posters from the exhibition will be shown around the University in each of the faculties represented. All of the events are from 11am to 2pm

City Campus:

March 11th - Furnival Building (ACES)

March 12th - Arundel Building (D&S)

March 18th - Stoddart Building (O&M)

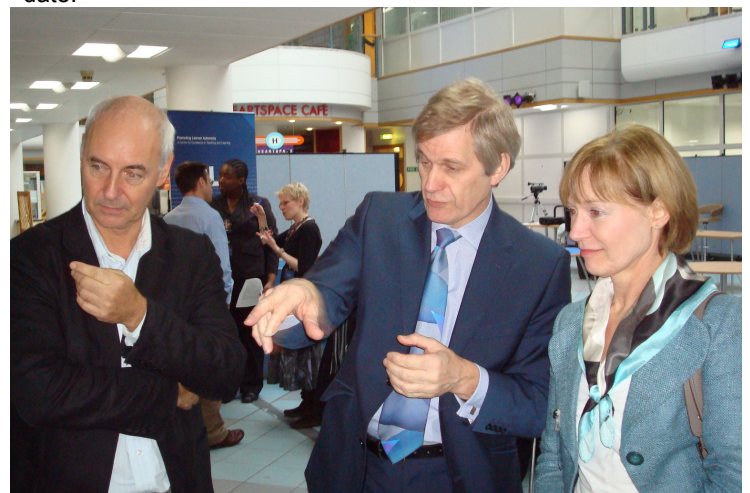
March 19th - Adsetts Social Learning Space (STAR Themes)

Collegiate Crescent:

March 25th - Robert Winston Building (HWB & STAR Themes)

March 26th - Heart Of The Campus (D&S)

All the posters are also available to view on our website at <http://extra.shu.ac.uk/cetl/cplaposters.html>



*Mike Smith, PVC for research, in enthusiastic discussions with the Director of CPLA and Linda Purdy from LITS*



**Sheffield  
Hallam University**

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[www.shu.ac.uk/cetl](http://www.shu.ac.uk/cetl)





*The calm before the storm*

## Small Scale Projects

Each year, staff are invited to apply for a one-year, funded innovation project, aimed at developing practices that encourage the development of learner autonomy in their students. The projects are supported by CPLA and outcomes are produced through poster exhibitions, case studies and conference presentations.



*The Exhibition generated enthusiastic discussion among participants*

## Competition Winners

As part of the exhibition we gave viewers a quiz which contained a question on each of the exhibitors posters, with a prize of an iPod being up for grabs. The winner was Liz Aspden.

Also a prize was on offer for the best poster, voted for by viewers, which was won by Linda Purdy and Simon Quinn. The winning poster can be seen on the opposite page.

## Faculty Development Initiatives

With CPLA support, each Faculty is pursuing a large scale, strategic initiative, over two and a half years. These initiatives are designed to support the development of Learner Autonomy across the University, and will impact upon a significant number of staff and a substantial number of students.



*The poster quiz created a lot of excitement among the delegates*

## Scholarship Team For Autonomy Research (STARS)

This team is helping the University to develop a fuller understanding of Learner Autonomy by undertaking a two-year scholarship programme. Outcomes will include guidelines on practice, recommendations to the University and external publications.



*Congratulations to our competition winners Liz Aspden and Simon Quinn*

## Click, Clarify, Copy, Create: Media Literacy Skills For Discovering, Evaluating And Reusing Sound And Visual Resources

Linda Purdy & Simon Quinn (LITS)



## Click, copy, create: discovering, evaluating and reusing sound and visual resources.

The comic strip consists of 16 panels arranged in a grid. The first panel shows a man saying, 'We live in an increasingly media rich society'. The second panel shows a student at a computer with the text, 'Students on entering university have an expectation of accessing and re-using media resources.' The third panel shows a person using a laptop and a mobile phone with the text, 'They are used to having film, TV, radio and images at their fingertips'. The fourth panel shows a person looking confused with the text, 'Students tend to be naive and inexperienced in how to discover quality resources and the factors to consider when critically evaluating and reusing them'. The fifth panel shows a man with glasses saying, 'The aim of this project is to produce a resource to develop student understanding and awareness of finding, critically evaluating and re-using (in terms of legal compliance) media resources. The outcome hopefully will be students who are more MEDIA LITERATE.' The sixth panel shows the same man saying, 'So what is going well...'. The seventh panel shows a stack of papers with the text, 'We have an abundance of ideas'. The eighth panel shows a wristwatch with the text, 'The project is on schedule'. The ninth panel shows a man with glasses saying, 'What are the challenges?'. The tenth panel shows a red stop sign with the text, 'Setting boundaries for the resource'. The eleventh panel shows a rocket launching with the text, 'Deciding what can be realistically achieved with the resources available'. The twelfth panel shows a rocket in the sky with the text, 'and in the timescale.' The thirteenth panel shows a man with glasses saying, 'Providing a resource which will have applicability across disciplines.' The fourteenth panel shows a man pointing at a board with the text, 'Portraying the content in a visually engaging manner.' The fifteenth panel shows a man with glasses saying, 'To not re-invent the wheel but to LINK to appropriate resources which already exist.' The sixteenth panel shows a man with glasses saying, 'Future plans'. The seventeenth panel shows a man with glasses saying, 'January '09 Rollout Phase 1 of the evaluation.' The eighteenth panel shows a man with glasses saying, 'Feedback will inform further developments.' The nineteenth panel shows a man with glasses saying, 'April - June '09 Phase 2 of the evaluation will be with postgraduate students on 'Visual Communication' module.' The twentieth panel shows a man with glasses saying, 'What are our support needs? Staff and students willing to participate in the evaluation.' The twenty-first panel shows a man with glasses saying, 'Contact details: Hilary Cunliffe, Charlesworth; Anne-Florence Dujardin; Linda Purdy; Simon Quinn'.

Sheffield Hallam University

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