

Learning and Teaching Developments

Quarterly updates from the Learning and Teaching Academy and Educational Development Unit

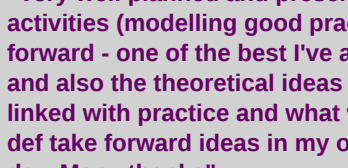
Welcome to Issue 11 of Learning and Teaching Developments - the quarterly newsletter from the Learning and Teaching Academy (LTA) and Educational Development Unit (EDU) at the University of the Highlands and Islands. This newsletter provides updates across areas including educational practice, scholarship and research, and current and forthcoming events, projects and initiatives from the EDU, LTA and other parts of the university. This newsletter is being circulated to the Forum staffs who have engaged with the LTA and EDU through events or projects, although we hope you consider sharing this more widely. Colleagues who aren't already signed up to receive this newsletter can email lta@uhi.ac.uk and request to be added to the newsletter mailing list.

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New Enhancement Theme

Enhancement Themes is a sector-wide initiative run by QAA Scotland as part of the Quality Framework for HE. All HEIs in Scotland participate by undertaking work at institutional and sectoral level relating to the Themes, which run in three year cycles. The Enhancement Themes for 2020-2023 is Resilient Learning Communities. The University's work for the new Theme will centre around three areas:



- Facilitating Resilient students: Including a focus on student mental wellbeing.
- Facilitating Resilient staff: Including a focus on staff wellbeing and reflective practice
- Creating a resilient institution: Including a focus on flexible curricular models

The Enhancement Themes is a way to highlight and enhance existing good practice in these areas. If you would like more information, or to get involved with the Enhancement Themes please contact Enhancement@Forthingham.com.

[More Information](#)

Assessment & Feedback Symposium

The theme for the LTA's annual symposium was 'Inclusive Feedback' with speakers from the University and beyond. Keynote sessions were delivered on 300-degree feedback, the University's Social Justice model of assessment. Feedback from the event was overwhelmingly positive with attendee comments including:

"Great people. Thank you for sharing with those of us outside of your institution."

"Overall impression: excellent"

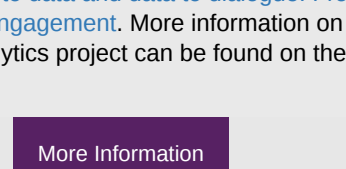
"arranged well with regards to timing and admin etc. well organised event."

"Pauline's talk was probably the most useful I have been to in my 15 years of working in HE. Supremely helpful. Theoretical background but also practical experience and application. Wonderful."

"Very well planned and presented with different activities (modelling good practice to take forward - one of the best I've attended I'd say), and also the theoretical ideas which were well linked with practice and what we could do. Will definitely take forward ideas in my own practice in ed dev. Many thanks"

You can access the slides and recordings from the event on the LTA website below.

[More Information](#)



Learning Analytics

Following the position paper, presented to QAEC in August the learning analytics steering group has now been convened to guide and drive our learning analytics ambitions including those of Brightspace. The steering group is chaired by Professor Edward Abbott-Holmes, Principal of Orleny College UHI, and includes representation from a range of stakeholders including academic, support and research staff, the university student body, an external academic and a senior analytics consultant from Jisc. The inclusion of this broad range of perspectives, skills and interests will hopefully enable us to avoid some of the issues identified in the research, those of trust, transparency, ethics and commitment. The first meeting of the steering group will be held in the New Year.

In November, Keith Smyth and Scott Connor also presented at the QAA Enhancement Themes Conference on Building Resilient Learning Communities: Using Evidence to Support Student Success on the subject Linking dialogue to data and data to dialogue. From analytics to understanding student engagement. More information on the university's learning analytics project can be found on the LTA's web pages below.

[More Information](#)

Developing educational leadership capacity

The first LTA Educational Leadership Symposium was held on 27 and 28 October. Colleagues from around the partnership came together to explore the nature of educational leadership through a series of webinar presentations and collaborative activities. Particular thanks to Jean Nisbet and Elaine Hay as co-presenters and facilitators. The discussions were a timely reminder of the importance of developing leadership capacity as part of a sustainable and effective organisational culture, able to handle the uncertainties and challenges facing the sector.

More on the event can be found on the LTA Blog post [Building educational leadership capacity: urgency and agency](#).

Recordings of the sessions held as part of the Educational Leadership Symposium can be found below:

[More Information](#)



Next steps in educational leadership development webinars: have your say...

Feedback from the symposium highlighted a request for a series of leadership development webinars. To refine the planning of these webinars, a short feedback survey aims to identify the leadership topics of most interest. Please take a few minutes to complete the survey and share it with colleagues.

[More Information](#)

Advance HE AURORA Programme

Twenty-one colleagues from across the university have now been funded to undertake the Advance HE Aurora Leadership Development Programme for women. As a group, they have formed an effective and supportive network, including taking part in Action Learning Sets and contributing to the university's Aurora welcome event in October. The University Mentoring Scheme and LTA events focusing on educational leadership. More about the programme can be found on the LTA's Aurora web pages.

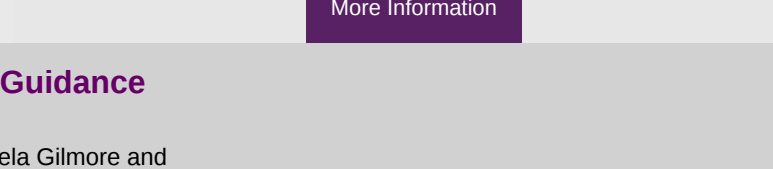
The small research study on the university's participation in the Aurora programme continues and included a presentation by Ann Tibbary to Advance HE Aurora Champions Network in November which shared the approach taken to evaluating the impact of the programme.

[More Information](#)

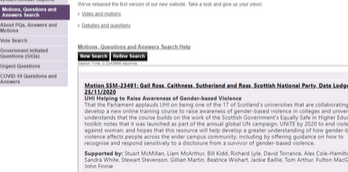
Staff Development Fund

The Staff Development Fund Review Panel has already considered applications from academic partner colleges and executive office departments for funding contributions to support colleagues to undertake accredited professional development programmes of study. Submission of applications, particularly for continuation of funding (SD2) are encouraged as we approach the start of Semester 2.

[More Information](#)



Enhancement led Institutional Review (ELIR)



The University, through the ELIR Steering Group, chaired by Rhiannon Tinsley currently gathering evidence to support the drafting of a detailed self-evaluation (Reflective Analysis) to be submitted in Summer 2021. The ELIR steering group members will be contacting colleagues and students seeking input to the Reflective Analysis, such as examples of practice and developments during the four-year review period. More information on ELIR including a downloadable infographic can be found on the below:

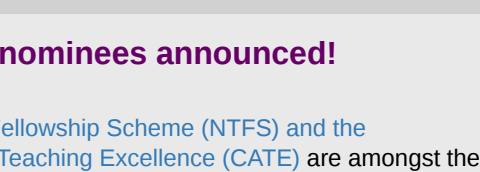
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Academic Misconduct Guidance

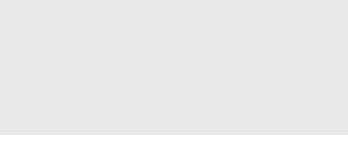
Co-written by Ian Morrison, Michaela Gilmore and Rhiannon Tinsley, and developed by the EDU, the new staff guidance resource provides examples of legislation, scenarios and case studies, designed to guide staff in dealing with academic misconduct cases. A key driver for the project was the fact that uncertainty affects not only students who do attempt to cheat but also those who do not. It is imperative to have a fully understood, fair and consistently implemented process so that those who transgress are punished proportionately and in accordance with the regulations and those who do not, have trust in the assessment process.

The guide can be found in the Resources area of the UHI Staff homepage. There is also a hidden site available in myDay.

[More Information](#)



Gender-based violence resource



Released to coincide with the UN's 16 days of Activism campaign, this training resource, written by Dr Aini Donaldson and developed by the EDU, is designed to give all staff an understanding of what gender-based violence (GBV) is and how it affects individuals and the wider campus community.

The EDU were delighted to be involved in this important project and couldn't be happier with the reaction the resource has received, including a mention in the *Scottish Parliament*.

More information on this will follow in 2021.

ALT Awards 2020

Mark Wilkie of the EDU has been shortlisted as a finalist in the ALT (Association for Learning Technology) Learning Technologist of the Year Awards. Based on his recent work in implementing the Forum platform across the partnership, he has been shortlisted in the individual awards category.

The Awards will be announced during the ALT winter conference 15 - 16 December 2020. You can view all the shortlisted entries below:

[More Information](#)



NTFs/CATE: UHI nominees announced!

The National Teaching Fellowship Scheme (NTFS) and the Collaborative Award for Teaching Excellence (CATE) are amongst the highest profile awards in the UK sector for innovation and practice in Higher Education learning and teaching and are run by Advance HE (formerly the Higher Education Academy). The NTFS celebrates and recognises individuals who have made an outstanding impact on student outcomes and the teaching profession in Higher Education (HE). The Collaborative Award for Teaching Excellence (CATE) recognises and rewards collaborative work that has had a demonstrable impact on teaching and learning and highlights the key role of teamwork in higher education.

Under the NTFS and CATE regulations, the university can put forward up to three nominations for NTF and one nomination for CATE for consideration by next year's NTF/CATE awards panel. Proposals of interest were considered by a selection panel at the beginning of October and the LTA are pleased to announce the nominees for 2020-21 below.

CATE Nominee:
The Applied Music Team, Lewis Castle College UHI
Ariane-Mary Stevenson, Lewis Castle College UHI, Simon Bradley, Lewis Castle College UHI, Miriam Iorwerth, West Highland College UHI
Peter Noble, North Highland College UHI, Neil Davidson, Lewis Castle College UHI and Andrew Wauchope, Perth College UHI

NTFS Nominees:
Liz Gray, Academic Lead Developer (Engineering), North Highland College UHI
Leah Maclean, Senior Lecturer in Nursing and Lead for Internationalisation, Executive Office UHI – Department of Nursing and Midwifery
Wendy Malterisky, Psychology Lecturer, Inverness College UHI

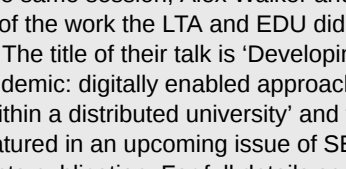
[More Information](#)

Royal University of Bhutan and UHI joint eBook

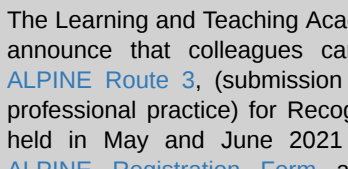
The CHORTENS (Creating Helpful Open Research Tools to Engage New Staff) project, which is a collaboration between UHI and the Royal University of Bhutan (RUB), is entering an exciting stage of development. A joint eBook titled 'Bhutan: Ways of Learning and Teaching' will be published in December 2020. The book is an important output of the project, and features chapters from academics at RUB relating to the educational research investigations the project team supported them to undertake across 2019 and 2020. The book also features contributions from the RUB and UHI members of the project team. This includes a chapter relating to 'Perspectives on Higher Education in Bhutan' by project lead Professor Frank Renner and closing thoughts by Dr Gareth Davies (both of Lewis Castle College UHI).

Contributors from the LTA members of the project team include a chapter by Keith Smyth titled 'Benchmarking and developing educational research: from establishing shared understanding to enhancing practice', and a chapter by Alex Walker on the topic 'Establishing collaborative ways of mentoring: Digitally enabled and transnational approaches within distributed universities'. The chapters by Keith and Alex relate to some of the research, development and mentoring activities that have been at the heart of the CHORTENS project. Caroline Radke at the EDU has been leading on the production of the book, with support from the LTA's Scott Connor. A real team effort!

[More Information](#)



SEDA Conference Presentation



In lieu of their postponed winter residential, SEDA (Staff and Educational Development Association) are running a week of online presentations and seminar across the 14th to 18th December. The programme for the SEDA Winter Special features a range of speakers exploring diverse topics including 'inner feedback', 'metrics and management' and 'slipping through an institutional lens'. Dr Kay Gussone from CCU, our keynote speaker at last year's Mentoring Residential, will be discussing 'The Journal of Imaginary Research: the value of writing micro-fiction in unteaching student PhD thesis-writers' on the 16th December. In the same session, Alex Walker and Keith Smyth will be discussing some of the work the LTA and EDU did to support the move to online learning. The title of their talk is 'Developing online learning through the pandemic: digitally enabled approaches to student and staff peer support within a distributed university' and there will be a corresponding article featured in an upcoming issue of SEDA's Educational Developments publication. For full details see below:

[More Information](#)

ALPINE: Registration open for semester 2

ALPINE is the university's framework for the recognition of good practice in learning and teaching and allows the university to award Fellowships of the UK Higher Education Academy (HEA) from Advance HE.

The Learning and Teaching Academy are pleased to announce that colleagues can now register for ALPINE Phase 1 (submission of an portfolio of professional practice) for Recognition Panels being held in May and June 2021, by completing the ALPINE Registration Form and returning it to ALPINE no later than **Friday 8 January 2021**. Colleagues who register will begin the ALPINE application process in January with the support of workshops, an ALPINE mentor and the ALPINE team.

[More Information](#)



Adobe Flash ends in December 2020 - some learning resources may stop working

What is happening?
At the end of December 2020 some parts of your learning resources may stop working if they were created using Adobe Flash. Flash was often used or embedded within learning resources created with, for example, software such as Wimba Create, Articulate and SoftChalk. In some cases, only elements within a resource may stop working, in other cases the entire resource could stop working.

What is changing?
Globally, Adobe Flash is being withdrawn from service and modern browsers will no longer have the ability to display learning resources created using Flash.

What do you need to do?
You may not be required to take any action if Adobe Flash has not been used to create your learning resources. You may get the situation where some people can still see the Adobe Flash resources and others can't. Adobe Flash, for example, will no longer work on College and AP machines. If any of your resources stop displaying, they need to be removed and/or replaced.

This resource, [Flash support](#), will show you how to recognise resources created with Flash and will give you some information about how to replace the content of Flash resources. If you require any support to recognise and/or re-create your resources, please raise a Unidask ticket using the Flash support ticket in the Virtual Learning section of Unidask.

[More Information](#)

LTA Events

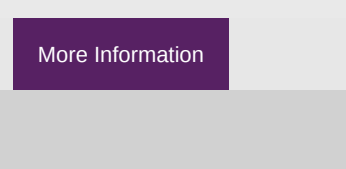
The Learning and Teaching Academy Team have hosted a series of events over semester 1 including webinars, workshops and larger events, alongside a series of events through the COVID-19 pandemic to support staff with the move to online learning. You can now view session slides and recordings from our semester 1 events on the LTA website below:

The Learning and Teaching Academy offers a range of professional development events relating to pedagogic practice and research. These are open to colleagues from across the university, and feature a range of internal and external speakers and facilitators.

We are working on our programme of events for semester 2 and will be adding webinars, workshops and events to the events page in the coming months as they are confirmed.

Visit the LTA Events page for more information and booking for events that are already confirmed, and for information about larger events with event programmes to be confirmed later in the semester.

[More Information](#)



Spotlight on confirmed external Professional Development Events and Resources in semester 2

Events

ELTHE CHAT - The weekly Learning and Teaching in HE chat created by the community – [elthechat](#)
Wednesday 9-9pm GMT
Next event: Wednesday 27 Jan 2021.

Resources

JISC
JISC have been undertaking a great deal of work around Learning and Teaching, what the pandemic has meant for Universities and how we can better adapt to the 'new normal'. Please see below a summary of what JISC have been working on:

Learning and Teaching Remained
You can find more information about our Learning and Teaching Remained programme [here](#). This web page includes links to:

- the [final report](#) (you can also watch a recording of the [webinar](#) where we launched the report)
- [near-future insights](#)
- [long-term visions](#)
- [examples of emerging good practice](#) (member stories)
- a set of [briefings and guides](#) on key topics in digital teaching and learning
- the [Digital Learning Gateway](#) [JISC strategy framework](#) and accompanying [tools](#)

JISC - Digital Learning Gateway
report which outlines how a number of universities have adopted new and emerging technologies to respond to the pandemic and how these responses may inform a longer term, transformative vision of the student experience

JISC - Digital Learning in FE Teaching Toolkit
This Toolkit offers support and guidance on how FE teaching practitioners can use digital learning resources effectively to enhance learning and teaching.