

Learning and Teaching Developments

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

Welcome

Welcome to Issue 6 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 colleagues 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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FORGE
Resource
Showcase

Learning Resource Builder

In collaboration with colleagues from the EDU, Instructional Designer Mark Wilkie has developed a learning resource builder, Forge. Following a very successful pilot involving over 40 staff from across the partnership Forge will now enter service and be rolled out to all staff. This is a very exciting development for the university as it allows staff to rapidly create and edit high quality resources in the latest HTML5 format. The official release date will be announced shortly.

[More information](#)

Antonia Darder visit



On the 16th and 17th July, Professor Antonia Darder, an international scholar, public intellectual, educator, writer, activist and artist from Loyola Marymount University presented two talks at the university as part of a tour of Scotland. The LTA co-hosted Professor Darder's tour, that saw her present a further 5 talks in Glasgow and Edinburgh.

On the 16th July Professor Darder presented 'The Social Justice Question: Decolonizing Pedagogy, Methodology & Leadership' at An Lochran, Inverness, drawing on the work of Brazilian philosopher and author of Pedagogy of the Oppressed, [Paulo Freire](#).

On the 17th July, Professor Darder presented 'Embodied Love and Emancipatory Possibilities: Examining Issues for Transforming Gender Inequalities', that addressed central epistemological and relational issues within the university and society that women face in the course of their labor as intellectuals, scholars, teachers, and activists. This presentation was part of the inaugural meeting of the [University Women's Network](#).

[More information](#)



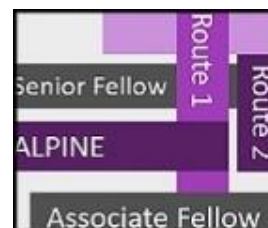
Mentoring Week

The first [University Mentoring Scheme week](#) (27th to 31st August) saw a week of 'pick n mix' mentoring activities for mentors already registered on one/or more of the University Mentoring Scheme strands; Research, Learning and Teaching Enhancement and ALPINE, for people considering mentoring through the scheme and for people interested in promoting mentoring within the university. The programme for the start of the week provided an opportunity to attend webinars, video conference presentations and hands on workshops. The final two days was a two day residential in Inverness which aimed to support and develop mentoring skills through hands on workshops with external and internal facilitators. This residential included a networking dinner and overnight accommodation for those attending. Ann Tilbury, a co-creator of the residential has written a [reflective blog](#).

[More information](#)

ALPINE registration open

The Learning and Teaching Academy are pleased to announce that colleagues wishing to register for ALPINE for recognition panels, being held in **May 2019** and **June 2019**, can now do so until **Friday 30 November**.



ALPINE is open to any colleagues who deliver, support or lead the development of HE level learning and teaching at the university, and allows recognition based on educational practice and innovation, leadership, and education-related scholarship and research.

[More information](#)



University Staff Development Fund

The Staff Development fund is opened for the forthcoming academic year and applications are now welcome. The fund supports activities that maintain or develop the knowledge of an individual or team that teaches or supports higher education. The fund contributes a maximum of 50% towards internal and 30% to external course fees and does not cover funding for books, travel or other expenses. Most applicants seek additional funding support from their Academic Partner or, in the case of Executive Office, their department. More than fifty staff were supported through the fund in courses ranging from individual modules through to level 12 studies. The majority of the applications were taking modules on the university's MEd programme.

[More information](#)

AdvanceHE Aurora programme funded places

The LTA are delighted to be coordinating and supporting the university's Aurora Champion, Fiona Larg in offering up to ten places on the 2018/19 AdvanceHE Aurora Programme. Aurora is the AdvanceHE's leadership development programme for all people who identify as a women. Aimed at those in academic and professional roles, the programme brings together leadership experts and higher education institutions to take positive action to address the under-representation of women in leadership positions in the sector. Funding will cover the cost of the programme and attend the five interlinked development days in Edinburgh to be held between November 2018 to March 2019. The deadline for the new round of applications was 1st October 2018, and saw a great response from potential Aurora candidates.



[More information](#)



QAA Enhancement Themes

We are entering the second year of [QAA Scotland's three year national enhancement theme](#) 'Evidence for Enhancement: Improving the Student Experience'. Every Scottish Higher Education Institution contributes to the enhancement theme, through collaborative engagement and their own institutional projects and initiatives.

We are currently looking for academic programme teams to become involved in our three institutional projects, the aim of which is to get staff to use and reflect on the various sources of evidence to inform quality enhancement. The benefits of taking part are:

- Staff time and expertise: e.g. running workshops, advising staff, linking staff up with relevant colleagues where appropriate (including student reps)
- Travel/expenses for programme team members to attend workshops to discuss and plan activities
- Evaluation of the activities will be undertaken by LTA staff
- Potential for academic publications emerging from project findings

Please get in touch with Heather Fotheringham if you would like to get involved.

[More information](#)

Learning and Teaching Enhancement Strategy

As we enter into the new academic year, the LTA and EDU will also be working with colleagues to undertake the next stage of implementing the Learning and Teaching Enhancement Strategy. This will see a further alignment between the Learning and Teaching Enhancement Values in the strategy and the LTA's programme of events (e.g. our Assessment and Feedback for Learning Symposium), the initial development of new frameworks to guide good practice (including an Open Education Framework), and the embedding of the values in the support and guidance that will be provided in the transition to the university's new learning environment.



[More information](#)



New Virtual Learning Environment (VLE): D2L Brightspace

The UHI EDU and the LTA are leading the roll out of the new Brightspace Learning Environment and will support staff making the transition. Details of the Brightspace Staff Programme will be available soon. Academic Partners are nominating Brightspace Champions to cascade the programme and provide local support.

If you are keen to be involved in supporting colleagues during the roll out or taking part in user testing/feedback, please email EDU@uhi.ac.uk.

Forthcoming Events

The LTA are currently finalising a range of webinars, events and workshops for the new academic year. This has included the first two LTA Connect webinars of the session. The first saw Sorcha Kirker, HISA VP for Higher Education, present a webinar on the importance of student representation at the university, and the second saw Keith Smyth, Professor of Pedagogy, explore key concepts in educational theory and literature.



Confirmed forthcoming events include:

[Assessment and Feedback for Learning Symposium](#), featuring a keynote and workshop by Professor Peter Hartley and sessions from various internal speakers
Thursday 29 November 1200- Friday 30 November 1300

[Write-Up Residential Writing Retreat](#), supporting colleagues in writing up education-related papers and publications.
Gordon Asher
Sunday 25 November 16:30 - Tuesday 27 November 16:00

Digital Education Week, will feature a range of hands-on sessions and good practice webinars and seminars exploring a range of current and emerging technologies to support learning and teaching.
Monday 21 January - Friday 25 January - Save the date! - More information will be circulated soon.

[More information](#)



LTA: Meet the Team

While the development of the academy aims to be collectively driven through the [LTA Forum](#), there is a small team who have responsibility for leading and co-ordinating academy activities. The team has recently welcomed Ann Tilbury and Scott Connor to the LTA.

Ann's remit is to take forward learning and teaching professional development. This includes leading on the learning and teaching enhancement strand of the mentoring scheme; taking forward the engagement with academic partner colleges to support learning and teaching enhancement and the implementation of the graduate attributes.

Scott's remit in the LTA is for flexible and open learning. This includes the creation of an open education framework for the university in line with the Learning and Teaching Enhancement Strategy.

[More information](#)

Beyond the university

Learning objectives generator - Handy generator to assist the writing of clear learning objectives - who, what and how - based on Bloom's revised taxonomy with a reminder of appropriate action verbs listed under each of the level headings: <https://learning-objectives.easygenerator.com/>. This process is useful for clarifying your thoughts when trying to design assessment questions as well.

An interesting article about putting more thought into quizzes and the issue of whether quizzes improve student learning, which the authors investigated through a review of 7 academic studies on the topic. [The article](#).

This newsletter is edited by Alex Walker (LTA) and Anne Chard (EDU).

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