This is the first edition of QED I have put together as the Director of CARD. As many of you will know Stan Taylor retired from the University in August last year. He can still be seen around the University on occasions and continues to work for the HEA as a consultant. Also starting on same day as myself was David Coast, (Researcher Development Officer) David replaced Eleanor Loughlin who is now working in Careers.

By way of introduction, I started out life as a Civil Engineer and spent the better part of 20 years teaching and researching in the area of environmental engineering. For a number of reasons I ‘jumped ship’ and moved into education and spent a number of years at Glasgow University heading up the Learning and Teaching Centre and being the Associate Dean for Research and Researcher Development. I also worked at Stirling University for a short period before moving to Durham last year.

Since I arrived the University has gained accreditation from the HEA for its CPD framework against the UK Professional Standards Framework for teaching and the support of learning in HE. The Scheme, known as DREAM (Durham Research-led Education Accreditation Model) allows the University to award HEA fellowship at all four levels, Associate Fellow, Fellow, Senior Fellow and Principal Fellow to appropriately qualified and experienced colleagues. Given the recent requirement for the University to report on the numbers of staff with a teaching qualification (and HEA fellowship at any level is accepted as a teaching qualification) this will assist the University in increasing the number of staff with a qualification. A comprehensive website has been developed to give full details of the fellowship routes at the various levels and this is available on the CARD web pages at https://dur.ac.uk/academic.office/card/academicdevelopment/dream/.

In addition a series of lunchtime workshops for staff looking to take an experiential route to Associate, Fellow or Senior Fellow status is available - with booking details available at https://www.dur.ac.uk/training.course/.

This issue of QED contains full details of those who were successful in their application for Doctoral Supervision Awards, Teaching Excellence Awards and Enhancing the Student Experience Awards.

Whilst the Teaching Excellence and Enhancing the Student Experience Awards are closed for this year, the Doctoral Supervision Awards are still open and the closing dates for nominations is 14 May 2014.

I hope you enjoy this edition of QED and if you have any suggestions for changes then please let me know.

Dr Bob Matthew, Director CARD
EXCELLENCE IN DOCTORAL SUPERVISION

The current criteria are, that for excellence, a supervisor should be able to demonstrate:

- An interest in, and enthusiasm for supervising and supporting research students.
- The ability to recruit and select good candidates.
- The ability to establish effective working relationships with students and, where appropriate, with co-supervisors.
- The ability to offer appropriate support to students’ research projects, including encouraging and supporting them to write up their work, giving useful and prompt feedback on submitted work, advising on keeping the project on track and monitoring progress.
- A concern to support the personal, professional and career development of doctoral students.
- An ability to support students through the process of completion of their thesis and final examination.
- An ability to critically evaluate their practice as supervisors, and where appropriate, disseminate it.

The extracts below are taken from the personal statements of award winners in 2013.

Dr Giles Gasper, History

The most privileged part of my academic life is the supervision of research students. It is a mode of academic engagement that encompasses the intensely individual with an essential building of community, and a process which encapsulates research-led teaching and teaching-led research at the highest level. What makes this so fulfilling is its symbiotic nature. On the one hand, the supervisor must communicate his or her own questions, experience, and technical skills in a helpful and constructive manner, but must also be open to new research ideas, new methodologies, and new questions which flow from the student. This is, by its very nature, a process of observing and managing change: what works for one student may not for another; indeed, an approach that worked in the first year may no longer be appropriate by completion. My own supervisory style has to respond to these dynamics of intellectual content and inter-personal development. For example, one of my students who completed earlier this year presented a supervisory challenge in the proximity of his basic subject material to my own primary area of expertise. Through the course of his doctorate, the student developed an original interpretation of evidence I know well; a circumstance which caused me not only to reassess my own position on the subject, but which necessitated a modulation in the pattern of supervision to a collaborative working out of the implications of the student’s approach.

Dr Sandra Bell, Anthropology

Good working relations with both students and supervisors are central to all postgraduate supervision, but their significance is magnified in the case of interdisciplinary research. A student coming from a science background to work on a project using social science as well as scientific methods and analysis faces the challenge of ‘troublesome knowledge’. The scale of the challenge is heightened if – as has been the case with my students – they have three funding, rather than the one plus three model that allows for a conversion year at the outset. The first step for such a student is to develop an ability to open his/her mind to entirely new concepts and methodological approaches and to squarely face the
exact nature of their undertaking without anxiety. The students relationship with both supervisors is crucial at this juncture. Frequent consultation with the social science supervisor is imperative all the way through. In addition the supervisors must do a lot of explaining to one another and demonstrate to the student that they are in full accord. The process works best if all three cultivate a pragmatic sense of what is feasible, while enjoying a sense of adventure and creative energy.

Professor Lynn Newton, Education

I have been a supervisor of doctoral students for a number of years now but I still recall my own experience as a doctoral student. I learned so much from working with my own supervisor. HE was a sociologist with a specialism in secondary school history. I was a primary science specialist focusing on a psychological topic, We could not have been further apart in our starting points and yet his approach was one of a collaborative journey. I have learned not only about my own research topic and research methods but also about the process of learning and investigating ideas together. His approach worked well for me and it is one I use with my own students. Regardless of the topic, which is often not in my own specialist area, I am an enthusiastic teacher and I still very much enjoy learning. Consequently, as well as being genuinely interested in what my students are doing I feel I also benefit from the experience. When I am allocated a new student, I always try to access two or three key texts/pieces of related research to familiarise myself with the field before we begin working together. After that, we are journeying together. The teacher in me also enjoys the diverse roles that supervision can offer – guide, mentor, assessor etc. – and the satisfaction at the end when, at congregation, I see the task is complete and the “job well done”.

ENHANCING THE STUDENT LEARNING EXPERIENCE AWARDS

The aim of the grants, worth up to £7000 each, are to support academic and support staff to enhance the student learning experience and to disseminate good practice. The awards are particularly aimed at individuals or small teams of academic staff and/or support staff who have been teaching for five years or more and who have identified opportunities for improving the student learning experience. In 2013, 10 awards were made as detailed below.

Closing the feedback loop - Jacquie Robson, Chemistry

The first year chemistry laboratory course has recently been redeveloped, as part of the RELITE project, to include a full suite of pre-lab activities, including integrated use of Virtual Online Laboratory software. This has seen students arriving at the laboratory more prepared and more engaged during laboratory sessions, increasing the effectiveness of their learning. During a laboratory session, postgraduate and academic demonstrators work closely with students to ensure that verbal feedback and feed-forward is given throughout...
In practice, a student who is struggling in a laboratory session may be short of time, and their focus is on completing their experiment and cleaning up rather than utilising the feedback that is available. Formative feedback is a powerful enhancement to student learning and should be provided during the learning process, promptly and in detail. Students value so called ‘quick and dirty’ feedback. If such feedback is not provide well, and immediately, students focus on receiving feedback to summative work, where the turnaround time for their marked reports is much longer than they are used to (a couple of weeks, compared to the twenty-four hour turnaround time students are often used to receiving from school). First year students in particular, many of whom can lack confidence in a laboratory environment, feel more comfortable with their lab notebook being ‘marked’ with traditional ticks and crosses, rather than commented on and discussed verbally. The onus is often on the student to seek clarification and feedback from the laboratory demonstrators when they need it, but this proactive approach is very difficult for students lacking in confidence (and who are often the ones that need most assistance with evaluating their own work).

In order to develop confidence, and to provide timely formative feedback throughout the first year course, it is proposed that a series of screencasts be developed to accompany the first year lab course. This idea has been implemented successfully elsewhere to promote student interaction with vacation work, and can be adapted for use in this context. Each screencast will be designed to be viewed away from the laboratory, in the students’ own time, after each experiment has been completed. Viewing these screencasts will form part of the required post-lab activity for each experiment, monitored through DUO. Each screencast will show a video clip of an academic member of staff explaining about the experiment as if in a plenary session at the end of the session. The video and audio file of the staff member speaking will be accompanied by an animation capturing what the instructor is writing in a virtual lab notebook in real time. Student notebooks from this year’s cohort will be collected in and used to frame the feedback and feed-forward provided for each experiment. The lab notebook content will be ticked and crossed by the academic appearing in the screencast as it is written, with common misconceptions highlighted and explained, to allow students to mark and make notes in their own lab notebook as they watch. This provides opportunities for self-assessment. The screencasts can be watched repeatedly and will highlight common misunderstandings and problems that students typically encounter during each experiment, as well as containing suggestions for further reading or other feed-forward activities that could be completed by the student to enhance their understanding of the principles encountered during each activity. Since this aspect of their work is formative, these screencasts could even be used by students before an experiment, if they so desire, to ensure they effectively engage with the material during the session.

Problem-Based Chemistry Teaching Lab Experiment: Andy Beeby and Eckart Wrede, Chemistry

This project takes the form of new physical chemistry teaching lab experiment to train students in higher-level research skills, namely the formulation of hypotheses, the planning of experiments for testing and the evaluation based on the results.

The aims of the project are to:-

1. Expose students to the typical situation in research labs where an unexplained observation often leads to a series of experiments in order to understand the observation.
2. Train students to speculate and to devise experiments to test possible reasons for the observation.
3. Train students to make decisions and to adapt their thinking based on experimental results.
4. Encourage students to combine their existing skills (A-levels, 1st & 2nd Chemistry, concurrent lecture material) to solve a specific problem.
5. Train students to become more independent researchers.

The first cohort of students to take this new experiment will be students who have through the successful RELITE (Research-led Innovative Teaching Experiments) programme in the Chemistry department. This programme introduced student-centred research, discovery and problem-based ideas in the 1st and 2nd year laboratories.
**Enhancing the Learning of Statistical Designs and Techniques using Interactive online Resources: Ala Hola and Joe Austen, Psychology**

One of the greatest academic challenges facing large numbers of undergraduates, postgraduates (and many staff too!) is understanding and using statistics. Undergraduates and postgraduates from many departments, e.g. anthropology, business, education, music, sociology and psychology are increasingly required to learn about a wide range of statistical techniques and practices and apply these to novel data sets to draw conclusions about the nature of the data. May students, especially those without formal mathematical qualifications find this both a difficult and daunting task.

As is common with mathematical topics, students learn and become comfortable with these statistical procedures at very different rates. It is therefore inevitable that traditional methods of teaching to a group at a prescribed pace will result in a proportion of that group being unable to keep up. Student often exercise the thought that they will “catch up in their own time”, but soon realise that this must be done from a textbook, rather than through the interactive problem-solving often used within classes. Developing practical abilities in statistical techniques is much more successful through this problem solving approach and those students left behind frequently struggle to catch to the rest of the class.

This project seeks to enhance the student experience of students learning statistical techniques through the development of an online resource for students that will allow them to interactively learn both the theoretical underpinning of the statistical techniques they will encounter, and also be able to practice these techniques as many times as is necessary for them to become second-nature. The resource will be self-contained on its own website. It is important that students can quickly access the material that they require, as students rarely work through such material in a linear fashion.

The team hope that the resource developed will be of use of 700 or so students taking modules in, or studying psychology as well any other Durham students who want further assistance with statistical techniques.

**Transforming the Quantum Mechanics Curriculum - S Nolan and M Jones – Physics**

The aim of this project is to enhance student’s ability to learn the challenging subject of quantum mechanics, by producing single photon interactive screen experiments (ISEs) to highlight through Virtual experiment this complex and often counter intuitive field of physics.

Single photon experiments are amongst the most interesting and conceptually challenging experiments that can be carried out in Undergraduate teaching labs. They challenge students’ classical ideas and help them develop a variety of representations (models) of light and to understand their range of applicability. However, these experiments require costly equipment and entail complex procedures (such as beam alignment) that are difficult to master and time-consuming and may actually hinder conceptual learning.

ISEs are photograph-based virtualizations of laboratory equipment. Hatherly defines them as “a highly interactive movie of an experiment, filmed as that experiment was being performed”. In this work SEs are primarily deployed as pre-laboratory tasks to aid in overcoming a disparity of practical physics experience. This project is unique in that for the first time it will allow any student with computer or tablet access to perform single photon experiments virtually, enabling them to investigate the wave and particle aspects of light, measure correlations between entangled photon pairs and test local hidden variable theories.

ISEs provide a safe environment where students are free to make mistakes and learn from them, without risk or anxiety. The ISEs will help students develop practical skills alongside interpretive understanding, by allowing them to manipulate a variety of experimental parameters as they formulate and test their predictions for the behaviour of classical waves and quantum particles. These interactive virtual environments empower students to take control of their learning, by letting them explore and construct their understanding at a pace that suits the individual.
Developing a Problem Based Learning Resource for Foundation History Students – Rachel Dunn, Craig Barclay, Collette Blenkinsopp and Sarah Price – Foundation Centre, University Museums & Heritage Collections.

The aim of this project is to enhance Foundation student learning through the development of a Problem Based Learning (PBL) resource focussed on public dissemination of student research in ancient history.

The Foundation Centre allows direct progression to degrees in all departments for students from non-traditional backgrounds. The student cohort is made up of two main groups: mature local students returning to education and younger international students. Students are supported throughout their learning and prepared to begin Level 1 study in all departments of the University. The Foundation Centre has a number of progression routes to both the History department and the Classics and Ancient History department. This project aims to promote student learning and develop specific research and presentation skills useful for transition to Level 1. PBL is commonly used in the sciences, but its use in subjects such as ancient history is increasing. Building on the success of his recent PBL work at other institutions we aim to develop a bespoke resource to enhance the learning of Durham students. “PBL is a means of delivering courses where student activities are centred around a series of problems or scenarios. Students acquire subject knowledge and skills through the staged sequence of problems, which are often presented within a professional context, rather than through the direct transfer of knowledge often seen in traditional teaching.” In A PBL environment, students are encouraged to solve problems, which are set in a real world framework.

Enhancing Social Science Student Learning from Day One – Sam Nolan, Megan Bruce & Steve Leech – Foundation Centre

The aim of this project is to engage with Foundation level students from the moment they accept a place on their degree course at Durham University by providing as a resource an online learning environment which will introduce the academic subjects they are to study at Durham, engage them in a virtual community and in addition provide support and information for their arrival in Durham.

The Foundation Centre allows direct progression to degrees in all departments for students from non-traditional backgrounds. The student cohort is made up of two main groups: mature local students returning to education and younger international students. Students are supported throughout their learning and prepared to begin Level 1 study in all departments of the University. An issue common to both local and international students is that they feel, after accepting an offer from Durham, that they "want to start straight away" and "have to wait forever" to start learning. Foundation students have perhaps more barriers to overcome on their path to learning than any other student group. The local mature student cohort is incredibly motivated, yet for many the transition into University life represents something of a culture shock. A similar shock occurs with our younger international students, many of who are relocating abroad and learning in a second language for the first time. This project aims to help by launching the student centred learning experience from the day the student accepts a place at Durham through the use of distance learning technologies. Recent work at the University of York has shown that such techniques could greatly enhance the student’s perception of being a member of an academic community before they physically arrive in Durham and greatly reduce the attrition rate of students who have accepted an offer but do not enrol at the start of term. This project builds on previous work carried out in the Geography Department and goes further by offering students a chance to start working with basic academic materials so they can start learning from day one. This project also builds on the success of an earlier (2012) funded SLE award to develop an online resource for physical science Foundation students to use pre-arrival. This work has been hugely successful with 95% of the targeted students using it regularly during the 8 week period prior to the start of term. Many students have commented on the excellent quality and usefulness of this resource, for example (permission for quoting granted)

“Thought I’d join in the discussion and say congrats to everyone that has a place! Is anyone else doing Geology with foundation? Well I’m just one big bundle of excitement and apprehension at the minute! Can’t wait to get started - but a bit nervous. The website is great too. I’ve been having a look at the activities and mini lectures – very helpful.”
The aim of this project is to develop an artefact recording/cataloguing element to the Department of Archaeology’s main 3rd year practical archaeology course Advanced Professional Training (around 40/50 FTE every year). This will provide students with an opportunity to record and catalogue items from the Department’s major training field school at Binchester. The student learning experience will be enhanced by developing practical hands-on skills working with assemblages of material culture derived from a field project which they themselves attended in the previous year. Students will be processing different types of artifacts including coins, metal items, pottery, glass, worked bone and jet. The course will be taught in conjunction with the university museums. Initial practice will be done at the museum using their own collections, the second phase will be focusing on cataloguing finds from the excavations. Students will learn how to measure, describe, draw materials, and which are the major corpora available to find comparative examples. This skill will provide them a basic understanding on how to catalogue objects for museum collections and for post-excavation work. In fact, in the short- and medium-term the on-going results of this work will build into an important resource for understanding the archaeology of Binchester that can be integrated into a range of other UG and PGT teaching.

Basic artefact recording and cataloguing is a key vocational skill for those studying archaeology. Encouraging students to exercise detailed close study and analysis of items and the associated data entry provides them with experience in working with archaeological object as well as wider transferable skills in data recording, entry and analysis. This skill will be also very important for those who will be pursuing work in Museums and Collections. The cataloguing process varies from type of objects and consequently different resources and materials are necessary. The process of cataloguing will be considering: the analysis of the state of preservation of the object (with the scope of suggesting required intervention for conservation), description of the object (using online vocabulary, as for instance the British Museum Object Thesaurus), comparison and chronology. In some cases (such as coins) the material needs to be weighed and sketched.

By developing a program through which students engage with material which they may have themselves excavated in the course of their first year field school training, this initiative will also encourage a continued engagement with a flagship research project, embedding key research into the Department’s teaching. Significantly, over time, the cumulative catalogue will become a key research tool in its own right.

Building on an existing basic spreadsheet, the database itself will conform to national and international standards for the recording of archaeological material. It will record basic physical data (weight; dimensions), locational data (context number; x, y, z co-ordinates). By ensuring that the database is designed from the beginning to be linked in to a Geographical Information System (GIS) application, it is anticipated that the distribution of particular classes of artefact will be able to be plotted across the site. If successful, there is also scope for recording data from previous excavations at Binchester or roll out the same technique to record data from other University field projects.

Developing a Peer Mentoring Scheme - Jinhua Mathias, Foundation Centre

The Foundation Centre delivers courses that help non – traditional students and international students to develop the skills and knowledge necessary for successful study in UK higher education. The Durham University Foundation programme has been mentioned by the recent Milburn report as an excellent example of how to allow mature learners entry to Higher Education.
Currently home and international students learn alongside each other in the same classroom; the home and international student’s ratio is two to one. Although from very different educational backgrounds, the needs of academic adjustment for both mature home and international students are understandably similar (Ramsay, 1999). Both of them are challenged in many ways as they adjust to a new learning environment such as time management, independent study, writing critically and avoid plagiarism, etc. They have been experiencing stress and anxiety when attempting to comprehend the new academic conventions and adjust to a new social life. These stress and anxiety are apparent in particular during the first term of the academic year. The aim of the project is to develop a robust peer mentoring scheme to support successful academic and social transitions for the Foundation home and international students. Former Foundation students who are currently studying in various departments, both home and international, will be recruited as mentors to help the current Foundation students to learn effective academic practices and make successful transitions to their progression degrees.

Peer mentoring can to help fresh year students to make effective adjustment during transitions in academic and social life. Receiving advice from mentors who experienced similar transitions will make the adjustment shorter and faster.

- Mentors can be good role model of successful learners. As successful leaners mentors can provide useful tips and academic practices which may be sometimes more effective than the advices given by academic and college tutors.
- Peer mentoring can help mature students to make a good balance between social and academic life. Time management is often a significant challenge for home and international students. Mature students have to devote large amount of time into study alongside the usual commitment to family and friends. On the other hand, international students from many countries have been through very structured school life; they often have the sense of lost in the Western academic environment where the educational aim is to encourage more independent learning (Mathias & Bruce, 2013). Suggestion from mentors on how to manage academic life will undoubtedly help these mentee’s time managing skills.
- Peer mentoring provides an excellent opportunity in supporting international students in cultural adjustment, integrating home and international students and promoting intercultural dialogue.

**FOCUS Diagnostics – Enhancing student understanding of subject specific language – Simon Ress, Megan Bruce, Steven Bradley & Vanessa Kind, Foundation Centre, Engineering & Education.**

The aim of this project is to enhance the student learning experience through the development of a new resource (FOCUS Diagnostics) to enable students to self-assess and improve their understanding of subject specific language.

FOCUS diagnostics is a toolkit for use with Home and International Foundation Year students progressing to STEM subjects (chemistry, biomedical science, earth sciences, medicine, physics). This toolkit will enable students to assess their abilities in several significant areas of subject specific language in chemistry e.g. usage of non-scientific words in a scientific context, polysemous scientific words, usage of affixes and understanding of specialist language.

The student will undertake a self-assessment exercise to identify individual strengths and weaknesses in these different areas. At the end of the diagnostic exercise, the student will then be provided with relevant learning activities that will enable them to improve their understanding.

At present, International students are required to undertake assessments in English language (IELTS, DALT) and resources are available (e.g. The EAP toolkit) to develop English language skills but these resources do not have any components relating to the specialist vocabulary required for their chosen progression route. This proposal aims to build on the successes of the FOCUS project (Bruce and
Rees 2013, Rees and Bruce 2013) to develop a resource to address this issue and provide personalised learning support to students that will encourage independent learning and develop their understanding of subject specific language. Ultimately, the aim is to produce a validated assessment tool that would assess a student's understanding of key components of scientific language in chemistry and how they can develop their learning strategies to improve this area.

This project will have a significant impact on teaching and learning and will enhance the experience of both International and Home students in the Foundation Centre in the following ways:

- It will enable students to self-assess their strengths and weaknesses with regard to their understanding of subject specific language and identify strategies to enable them to improve.
- It will enable students to develop greater confidence in their understanding and use of technical vocabulary in their own subject areas.
- It will improve students’ confidence and ability to participate appropriately in subject specific student discourse in class and tutorials.
- It will enhance the quality of the interactions between International and Home students as they work together to improve their knowledge of subject vocabulary.

EXCELLENCE IN LEARNING AND TEACHING AWARDS

Dr Santiago Fouz Hernandez - Modern Languages and Cultures

I am very fortunate to work in an environment where I have freedom to design research-led modules and to choose the primary and secondary materials of study (see Horta et al (2012) for an up-to-date summary of ongoing debates about the research-teaching nexus). Since the main focus of my research is contemporary Spanish visual culture, I am committed to facilitating opportunities for students to engage with current socio-political and cultural events and news stories. In order to achieve this, I make full use of modern technologies such as social media, YouTube, blogs and other online resources. This is an aspect of learning and teaching that has not only acquired considerable importance in recent years, as students have become more inclined to bring laptops and tablets to the classroom, but that can potentially transform the student experience and learning outcomes.

My teaching philosophy aims to maximise students’ potential and inspire their curiosity in the subject as follows:

- I publish regular news digests on DUO (Durham University online) about the latest projects of the directors that we study, relevant award ceremonies or film festivals (providing links to live recordings of events, radio podcasts, official websites, news items, and so on – often embedding audio and video files wherever possible) current student nomination 4, p. 3 (‘the DUO site is kept up to date on an almost daily basis’).
- I regularly update their reading lists with the latest relevant publications about the films that we are studying as soon as they become available
- I invite prominent Spanish cinema specialists and filmmakers to give talks through the School of Modern Languages and Cultures research groups and actively encourage students to attend them. These often include authors of the compulsory critical readings (in recent years, for example Prof Brad Epps (Harvard), Dr Alejandro Melero-Salvador (Carlos III Madrid), Prof Chris Perriam (Manchester), or Prof Rob Stone (Birmingham)). I also invited prominent Catalan film director Ventura Pons to give a talk and premiere a film in Durham in 2010 and have also interviewed him live in a lecture this year via Skype.
“His interest in us as students obviously surpasses simply a concern with summatives and grades, and he is keen to inform us about events that may be of interest to us, often emailing us to let us know about film releases or awards ceremonies.”

- I organize weekly screenings of the films that we are studying.
- I organize trips to film festivals (Viva in Manchester in 2004 and 2005) or to film screenings of recent Spanish films released in the UK.

Dr Jacquee Robson - Chemistry

In my previous career as a secondary chemistry teacher, I focused on developing classroom learning opportunities with a student-centred focus. I have carried this ethos forward with me into my HE practice. I joined the department in September 2010 as a RSC School Teacher Fellow (STF). One of my key roles recently has been as one of the leads in the departmental team that successfully bid for a £30k ‘Large Scale Curriculum Enhancement’ award from HE STEM. The ‘RELITE: Research-Led Innovative Teaching Experiments’ project saw the redevelopment of the first year chemistry laboratory course. Creating a student-centred approach to learning and teaching, where students can interact with their instructors, and each other, to develop self-directed methods of study can be challenging in a laboratory environment where much of the student activity is often dictated and controlled by the instructor. This is particularly apparent when first year students, with a naïve understanding of their own concept of ‘learning’ are involved.

As part of the RELITE project, I designed, developed and implemented an integrated and varied sequence of first year laboratory activities, in collaboration with a number of colleagues. The student-facing content was designed to be more student-driven and to ensure a more consistent student experience and parity with related undergraduate practical courses (e.g. physics). Drawing four previously separate laboratory courses together into one large integrated course allows students to make clear links between different practical chemistry areas and provides the opportunity to practice techniques numerous times throughout the year. This provided a deeper learning experience. The course is broken up into ‘Induction’, ‘Skills’ (teaching the basic procedures and competencies e.g. using a lab notebook, writing up an experiment and simple experimental techniques), ‘Discovery’ (where activities are introduced in more depth) and ‘Projects’ (where all techniques and skills learned are used to attempt more open-ended, complex and demanding ‘XBL’-style tasks). This approach has ensured student progression throughout the research-led course and has facilitated the transition between sixth form and University studies. Students are expected to consider the role of practical work in their learning and to develop technical laboratory skills alongside the transferable skills demanded by future employers. The course provides opportunities for written communication, group work and critical thinking, as well as instilling a curiosity-driven approach and a research-oriented mind-set from the very beginning of the university career.

Dr Caroline Walker-Gleaves - Education

For me, if teaching is not a living thing, an active construction of thinking about the world and of looking at it with different eyes each time you teach, then I don’t know what is. So my first principle in arousing and stimulating learning comes not from Education, but from Music, from the pianist Glenn Gould:

*The ideal way to go about making a performance or a work of art… is to assume that when you begin, you don’t quite know what it is about. You only come to know as you proceed.*

It is never enough to have ‘principles’ in teaching and learning, they must be translated into practices for them to be truly a matter of enhancing learning. So what have I done? Well, I teach what some students and colleagues have called ‘difficult’ topics: abuse and neglect in young people, the educational experiences of looked after children, and the special educational needs (SEN) of children
with Social, Emotional and Behavioural Difficulties (SEBD). My teaching is therefore in constant dynamic and watchfulness not just for students’ developing understanding, but also for their vulnerability as they explore ideas that may affect them very deeply. Using Bruner’s work as my guide, I adopt storytelling teaching methods where personal narrative - mine and theirs - plays a major part in developing insight and understanding and where for each experience, I demand that students ‘attach’ it to a concept or theory (For this particular module I gained an average feedback score of 5.78 out of 6 on a scale of 1-6 where 6 is ‘excellent’):

I was incredibly and deeply moved by your experiences and your research and the overall depth and insight it gives to our course. Thank you for sharing with us. I for one, value your contribution and generosity so highly and I’m incredibly thankful that we have you teaching on this course.

I help foster resilience and reflection in my students using experiential and reflective teaching, based upon the concept of pedagogic ‘fidelity’. Fidelity requires that in my teaching I have to model what I wish students to learn, create dialogue so they understand, provide practice to they become better at what it is they have learned, and offer confirmation so students can be self-critical about how they will improve. Fidelity requires a re-conceptualization of learning and teaching activities so that each element can be incorporated into learning and teaching. At module level I have for example introduced diverse outreach work into my teaching: student This is a critical approach to me since I am both a Teacher Educator and an SEN Subject Specialist, and so practice and theory and an articulation of how they are linked are all equally important. For example, my students work with pupils at a local SEBD school on an Accelerated Reader Scheme that improves children’s reading and writing ability – students have to practice with the children what we have learned in class, and then present thoughts and ideas in seminars; I work with students doing undergraduate dissertations on Storytelling Projects at a local Pupil Referral Unit – students have used reflective diaries to write about their own personal ‘flashpoints’ in encountering troubled children and to reflect on how they will develop in professional practice. Students who have experienced these activities have found that they benefit from them when making their career plans. For this work, I won the 2012-13 Faculty Scholars’ Award for Outstanding Contribution to Outreach. Students say:

This module has been the best programme of study I have ever been on. It has changed my perception of the experiences of children and parents in relation to special needs and I have become a kinder, gentler and more tolerant person thanks to you.

I think that my students know that what matters most to me is becoming what they are truly capable of, but I don’t know what that is when we start out on our journey together – no, learning becomes exactly what it should be, a lovely, sometimes haphazard, sometimes painful, but really joyful thing to do.

Dr Kris “Fire” Kovarovic – Anthropology

“Hominines, dum docent, discunt.” ~ “Men (sic) learn while they teach.”
Seneca

The development of my teaching practice has been (and still is) conditioned by my own experiences as a learner. I truly enjoyed being a student, but I may not have been the easiest student to teach! I possessed a “healthy” dose of scepticism directed towards any teaching technique I found dull or a topic I could not apply to my own observations of the world around me. I related best to those who explained why I needed to learn something and then showed me how to do this, often by example. Now, I continue to emulate my favourite mentors’ techniques, hopefully improving on them in the process. I refer to my approach as one which “de-mystifies” education and research, because I feel that it is important that students understand not just what we want to them to learn, but why they are taught or
assessed in a particular manner. This is particularly challenging in my discipline, palaeoanthropology, which is extremely interdisciplinary in nature, posing challenges for teachers and learners alike given the lack of a unified paradigm. Additionally, palaeo-disciplines are materials - and field-based; however, it is impossible to provide students with opportunities to handle priceless fossil material or to experience palaeoanthropological fieldwork. Given these limitations, I strive to deliver creative and interactive lessons that bring the discipline to life. Underlying this endeavour is the belief that teaching and learning are fundamentally collaborative. When I provide course, it often concludes: “I look forward to learning with you.”

Upon my arrival in Durham I immediately noticed that my department possesses a large collection of human and non-human primate skulls and hominin casts for teaching purposes. However, there was no documentation and the collection was disorganised. Furthermore, for the final-year module Palaeoanthropology, there were no lab practical support documents, rendering somebody like myself, with no knowledge of the collections, at a loss as to how best to teach with the material. I applied for and was grateful to receive an Enhancing the Student Learning Experience Award in 2011, which funded a long-term lab organisation and documentation project assisted by several students. Two of the major achievements of this project regarding learning resources are:

- The development of hands-on lab exercises that make use of a wider range of materials and mimic research scenarios in which students are asked to collect data and use them to answer questions which we later review. These student-centred, inquiry-based activities encourage deeper learning. Lab worksheets with visual aids and space for notes are provided for each practical and are used later in revision.
- The creation of an e-learning resource that allows students to view human and extinct hominin skulls in 3D. It is difficult to understand differences in anatomy when they are largely viewed as 2D images but time in the lab, when the material is handled directly, is limited. This resource will link students to free visualisation software in which the skulls can be rotated in various orientations, providing a more holistic learning experience than studying morphology from static 2D images.

In addition to the innovation of these new teaching and learning resources, I pay close attention to the provision of detailed course documentation, which is updated and refined annually. In lengthier documents for advanced modules, I provide a table of contents to assist with brief consultations. I also update lecture slides each year with recent research and have created a set of pdfs based on my slides that are made available before each session. These documents provide images, figures and data that are reviewed during the lecture at the expense of text-heavy slides, allowing students to annotate as they feel necessary.

Durham University’s Centre for Academic Practice (CAP) will be hosting two conferences in Durham in July 2014 on aspects of learning in higher education. They take place within the same week and are as follows:


The Threshold Concepts approach has advocated the idea that certain concepts, practices or forms of learning experience can act in the manner of a portal, or learning threshold, through which a new perspective opens up for the learner. The learner enters new conceptual terrain, which permits new and previously inaccessible ways of thinking and practising. These conceptual gateways are often the points at which students experience difficulty and are often troublesome as they require a letting go of customary ways of seeing. Further information from the CAP website at: https://www.dur.ac.uk/education/cap/conferences/thresholds2014/ or contact Prof Ray Land at CAP (ray.land@durham.ac.uk)

The commodification of higher education continues apace around the globe. The ‘student as consumer’
discourse – and the implications this holds for academics as ‘service providers’ – can be seen
endlessly in league table rankings and student satisfaction surveys. How does this worldview feel to
those who live and work in university settings? Rooted in the notion that worthwhile learning and
research require deep personal investment, it is clear that a good deal of identity work is undertaken by
students, academics and those with administrative authority. More frequently today, therefore, those
concerned with academic settings are paying attention to the personal, as well as the professional and
functional, aspects of higher education. Further information from: https://www.dur.ac.uk/education/cap/
conferences/identities2014/ or contact Dr Jan Smith at CAP (jan.smith@durham.ac.uk)

A very limited number of subsidised places (attendance at conference only) will be available for
Durham staff to attend these conferences. For further details contact Dr Bob Matthew at CARD
(robert.matthew@durham.ac.uk)

ACADEMIC STAFF DEVELOPMENT PROGRAMME
EASTER TERM 2014

STUDENT COMPLAINT POLICIES AND PROCESSES

Monday 28th April
12.00 - 2.00 pm (lunch provided)
Weardale Room, Collingwood College

The Academic Support Office is responsible for overseeing the University’s codes of practice,
policies and processes related to student complaints.

The purpose of this session is to provide an overview to a target audience of academic staff;
such as Chairs of Boards of Studies, Heads of Departments and Heads of Houses as well as
staff that support students academically and pastorally, to support the understanding of the
codes of practice, policies and processes relation to student complaints. In particular:

♦ to enhance the awareness and understanding of complaints codes of practice, policies and
practices and their implementation;
♦ to convey the support and information available to those dealing with or responding to
complaints;
♦ to promote good practice in managing the complaint process and how this should be
communicated to students;
♦ to identify opportunities where complaints may be resolved informally;
♦ to update colleagues on changes to University practices, policies and processes;
♦ to use scenarios to assist with understanding and applying good practice as it applies.

The Facilitator will be Josh McKim, Assistant Registrar, Assistant Registrar (Student Appeals,
Complaints and Discipline) – Academic Support Office.
SOCIAL SCIENCES AND HEALTH FACULTY EDUCATION FORUM: OBJECT-CENTRED LEARNING

Monday 28th April
12.00 - 2.00pm (lunch provided)
Oriental Museum

This session aims to raise awareness of student learning and skills development using museum objects. Many module resources are predominantly text-based, and do not train students to 'read' objects or artefacts, even though evidence suggests that working with objects aids learning and retention. Museum objects - and objects more generally - are an excellent medium for promoting critical thinking and other transferable skills across ALL disciplines. A handling session with objects selected from the rich variety of Durham’s museum collections will enable participants to 'get to grips' with object-centred learning and reflect on how they might use it in their teaching. Academic colleagues who use objects in their teaching and curators from the Oriental Museum will be on hand to share their experience, showcase innovative, object-centred assessment and provide an introduction to the range of resources available at Durham. The workshop coincides with the launch of the Resource Discovery System, which will list all relevant library and museum resources, including objects, from a single search.

Lunch will be available in the museum foyer at 12 noon.

POSTGRADUATE ADMISSIONS: INITIAL TRAINING

Monday 28th April
1.15 – 4.30 pm
Joachim Room, College of St Hild and St Bede

Staff who are new to the role of PG admissions tutor are required to attend this training before they begin to make PG admissions decisions.

The aim of the session is to provide postgraduate admissions staff (for both postgraduate research and postgraduate taught programmes) with an opportunity to learn about and discuss issues relating to postgraduate admissions. The objectives are:

- to consider the context within which Durham University is working with regard to postgraduate admissions;
- to enhance greater awareness and understanding of postgraduate admissions procedures at Durham;
- to develop awareness of the range of tools available to aid admissions tutors in the consideration of applications;
- to gain awareness of recent developments in postgraduate admissions and potential future developments;
- to be aware of good practice in managing international applications;
- to be aware of Points Based Immigration requirements;
- to improve knowledge of English language requirements.

The workshop will be facilitated by representatives from Student Recruitment & Admissions Office and representatives from the International Office, English Language Centre, and the Student Immigration and Financial Support Office.
REFRESHER SESSIONS FOR CHAIRS AND SECRETARIES OF UNDERGRADUATE BOARDS OF EXAMINERS

Thursday 1st May
12.00 – 2.00 pm (lunch provided)
Lindisfarne Centre, St Aidan's College

These sessions are intended for chairs and secretaries of boards of examiners responsible for undergraduate programmes (including four year integrated master's programmes) who have previously attended one of the University's training workshops for chairs and secretaries of boards of examiners. The sessions are intended to provide continuing support for colleagues undertaking these vital roles, following Senate's decision that all chairs and secretaries should attend an annual refresher session.

The sessions will:

- update colleagues on changes to University policy and procedure relating to boards of examiners;
- highlight key issues for chairs and secretaries to be aware of, arising from the consideration of boards of examiners' minutes by Faculty Education Committees and the University's Chief External Examiner;
- allow colleagues the chance to identify and discuss any issues or questions they might have regarding the operation of boards of examiners.

PREPARING YOUR HEA ‘DREAM’ APPLICATION

Wednesday 7th May
12.00 – 2.00 pm (lunch included)
Kenworthy Hall, St Mary’s College

or

Wednesday 18th June
2.00 – 4.00 pm
Lindisfarne Centre, St Aidan’s College

Durham University can award HEA fellowship at all four levels through its accredited programme DREAM. This session is designed for those who are interested in applying for either Fellowship or Senior Fellowship through the DREAM scheme.

In this session we will look at:-

- the application process,
- the nature and role of the referees reports,
- the internal assessment process, and
- the support available for applicants.

The session will be run by Bob Matthew, Director of CARD.

If you are interested in Principal Fellowship then can you please contact Bob Matthew in CARD directly.
REFRESHER SESSIONS FOR CHAIRS AND SECRETARIES OF UNDERGRADUATE BOARDS OF EXAMINERS

Thursday 8th May
12.00 – 2.00 pm (lunch provided)
Lindisfarne Centre, St Aidan's College

These sessions are intended for chairs and secretaries of boards of examiners responsible for undergraduate programmes (including four year integrated master's programmes) who have previously attended one of the University's training workshops for chairs and secretaries of boards of examiners. The sessions are intended to provide continuing support for colleagues undertaking these vital roles, following Senate's decision that all chairs and secretaries should attend an annual refresher session.

The sessions will:

- update colleagues on changes to University policy and procedure relating to boards of examiners;
- highlight key issues for chairs and secretaries to be aware of, arising from the consideration of boards of examiners' minutes by Faculty Education Committees and the University's Chief External Examiner;
- allow colleagues the chance to identify and discuss any issues or questions they might have regarding the operation of boards of examiners.

STUDENT DISCIPLINE REGULATIONS POLICY & PROCESSES

Monday 12th May
12.00-2.30 (lunch included)
Pennington Room, Grey College

The Academic Support Office is responsible for overseeing the University’s Discipline Regulations, policies and processes related to serious academic and behavioural misconduct and assisting staff when these matters arise.

The purpose of this session is to provide an overview to a target audience of academic staff; such as Chairs of Boards of Studies, Heads of Departments and Heads of Houses as well as staff that support students academically and pastorally, of what may constitute serious misconduct and the discipline procedures and processes used to address it. In particular:

- to enhance the awareness and understanding of the regulations as they apply to misconduct;
- to convey the support and information available to those dealing with these matters;
- to promote good practice in managing disciplinary matters;
- to update colleagues on changes to University regulations, policies and processes;
- to use scenarios to assist with understanding and applying good practice as it applies.

The Facilitator will be Josh McKim, Assistant Registrar, Assistant Registrar (Student Appeals, Complaints and Discipline) – Academic Support Office.
DEVELOPING POLICY AND PRACTICE THROUGH PARTICIPATORY RESEARCH

Wednesday 14th May
9.30 – 1.00 pm
Lindisfarne Centre, St Aidan’s College

Led by Dr Andrew Orton

This workshop is designed for researchers who want to find ways to involve policy-makers and practitioners in research that helps to develop policy and practice. Developing participatory approaches which involve policy-makers and practitioners can be an effective way of both carrying out and improving the impact of research. However, it can also involve negotiating significant methodological, ethical and practical challenges when trying to use such approaches as the basis for developing policy and/or practice. This workshop will draw on the experience of researchers who have negotiated these challenges, providing case studies as examples to stimulate reflection on what can help improve the effectiveness and impact of such approaches, and the barriers it can face, as well as exploring how these might be overcome. It will also provide opportunities to reflect on learning that may improve any projects of this nature that you are considering, planning, designing or carrying out.

This session is designed to complement the session on Participatory Action Research 2, by providing a specific focus on the relationship between participatory research, policy-making and practitioner development processes. Staff are welcome to attend either or both sessions; they will include different content, but neither is a pre-requisite for the other. A basic prior understanding of participatory research approaches may be helpful to those attending this session (e.g. from participants previously attending the session on Participatory Action Research 1), but this is not essential.

For more details, please contact a.j.orton@durham.ac.uk

FACULTY OF ARTS & HUMANITIES: TECHNOLOGY ENHANCED LEARNING

Wednesday 14th May
12.00 – 2.00 pm (lunch included)
Joachim Room, College of St Hild and St Bede

This session will share examples of teaching practice using learning technologies from across the Faculty of Arts and Humanities. There are numerous examples of innovative and interesting practice with learning technologies by teaching staff across the departments. This session will showcase three examples.

♦ Using video in courses to enhance learning.
♦ A department’s experience of introducing GradeMark for student feedback.
♦ Use of voting systems to enhance teaching and learning.

The presentations will be given by current members of staff and will cover the use they have made of technology, how it has impacted on their students learning and what feedback they’ve received. A discussion on how these approaches and other technologies could be used to support and enhance student learning in other contexts will be included in this session which will be chaired by Bob Matthew (Director of CARD).
RAISING YOUR PROFILE – MEDIA INTERVIEW TECHNIQUES

Thursday 15th May
1.00 - 4.00 pm
PC 201 Palatine Centre

This practical training course aims to equip academic staff with the confidence and skills for media interviews about their research. Delegates will learn how the media works and be interviewed about their research by an experienced journalist from the University’s media relations team, who will record the interview, provide feedback and suggest ways of improving the performance. The course is suitable for researchers at any stage in their career who are likely to provide media interviews but have no or limited experience of doing so.

VOICE

Wednesday 21st May
10.00-5.00pm (lunch included)
Holdsworth & Donaldson Rooms, St Mary’s College

Our voices are obviously crucial to our ability to communicate effectively, whether in teaching students or presenting conference papers or research reports.

The aims of this workshop are:

♦ to promote good vocal technique and vocal awareness;
♦ to show the importance of posture on voice production;
♦ to understand relaxation and release tension;
♦ to discover how to make an impact physically and deal with nerves;
♦ to learn how to project and to use the voice expressively;
♦ to examine clarity in speech through articulation.

The facilitator will be Louise Kerr. She has an MA in Voice from Central School of Speech and Drama. Prior to this she worked for many years as an actress with the Royal National, RSC and in London’s West End. Her television work includes being the on screen voice expert on Channel Five’s series ‘Celebrity Swap and working with contestants in the ‘Faking It’.

NB Because of its intensive nature, there will be a limit of 12 places on this course which will be allocated on a first-come, first-served basis.

SOCIAL SCIENCES & HEALTH FACULTY: TECHNOLOGY ENHANCED LEARNING

Wednesday 21st May
12.00 – 2.00 pm (lunch included)
Lindisfarne Centre, St Aidan’s College

This session will share examples of teaching practice using learning technologies from across the Faculty of Social Science & Health. There are numerous examples of innovative and interesting practice with learning technologies by teaching staff from within this faculty and this workshop aims to provide a forum to share these experiences across departments.
For this session we have invited current teaching staff to come and talk about the use they have made of technology in their teaching, how it has impacted on student learning and what feedback they have received. There will be opportunity for discussion on how these approaches could be used in other contexts within the Faculty and beyond. This session will be chaired by Bob Matthew.

SCIENCE FACULTY: TECHNOLOGY ENHANCED LEARNING

Wednesday 21st May
2.30 – 4.30 pm
Lindisfarne Centre, St Aidan’s College

This session will share examples of teaching practice using learning technologies from across the science faculty. There are numerous examples of innovative and interesting practice with learning technologies by science teaching staff some of which this workshop seeks to share, across the departments.

Presentations will be given by current members of science faculty teaching staff about what use they’ve made of technology, how it has impacted on their students learning and what feedback they’ve received. A discussion on how these approaches and other technologies could be used to support and enhance student learning in other contexts will included in this session and chaired by Bob Matthew.

Tea and Coffee will be provided from 2.15pm

STUDENT ACADEMIC APPEALS AND RELATED POLICY & PROCESSES

Monday 16th June
12.00 - 2.00 (lunch included)
Pennington Room, Grey College

The Academic Support Office is responsible for overseeing the University’s Academic Appeal Regulations and for many of the policies and processes related to academic appeals.

The purpose of this session is to provide an overview to a target audience of academic staff; such as Chairs of Boards of Studies, Heads of Departments and Heads of Houses as well as staff that support students academically and pastorally, to support the understanding of the academic appeal regulations and the polices and processes that relate to them. In particular:

- to enhance the awareness and understanding of the academic appeal regulations;
- to convey the support and information available to those responding to or assisting students with matters related to academic appeals;
- to promote good practice in managing the academic appeals processes, as well as the advice and guidance given to students;
- to identify opportunities where academic appeal matters may be resolved informally;
- to update colleagues on changes to University regulations, policies and processes;
- to use scenarios to assist with understanding and applying good practice as it applies.

The facilitator will be Josh McKim, Assistant Registrar, Assistant Registrar (Student Appeals, Complaints and Discipline) – Academic Support Office.
BOOKING PLACES:

To book a place on any of the above workshops please go to the webpages of the ITS Training Course Booking System at the following web address: http://www.dur.ac.uk/training.course/ and click on Academic Practice.

If, having reviewed the content of the programme, you do not find what you personally need, please contact the Centre. Subject to demand, we may be able to organise a workshop or, alternatively, fund your attendance at an external event.

Latest news ..........

As some you may know David Coast, Researcher Development Officer in CARD has moved to new pastures, namely Bath Spa University to take a lecturing post in History and we wish him well in his new post.

Following the normal recruitment and selection process we have been successful in appointing Christine Bohlander, no doubt known to many of you (she currently employed by Durham University as Teaching Fellow for German in the Centre for Foreign Language Study) as our new Researcher Development Officer. Christine has previously worked with us on the DULTA programme and we are all looking forward very much to her joining the CARD team.

CENTRE FOR ACADEMIC AND RESEARCHER DEVELOPMENT

DR BOB MATTHEW
Director of CARD and
Academic Development
Extension: 46525
E-mail: Robert.matthew@durham.ac.uk

MRS CATHERINE LAIDLAW
Programme Administrator
Academic Development
Extension: 46109
E-mail: c.a.laidlaw@durham.ac.uk

QED Newsletter
Production Editor - Catherine Laidlaw