UNIVERSITY OF GLASGOW
The Learning and Teaching Committee Away Day
Fulfilling the Ambitions of the University’s Learning & Teaching Strategy

Note of the Away Day held on 6 November 2018 in the Senate Room, Gilbert Scott Building

Introduction

Professor Frank Coton, Vice Principal Academic and Educational Innovation, and Professor Moira Fischbacher-Smith, Assistant Vice Principal Learning and Teaching, provided an overview of progress to date in relation to implementation of the Learning and Teaching Strategy and where the previous Away Day had indicated that further focus and effort was required. These areas were: curriculum review, graduate attributes and internationalisation. It had been agreed by the Learning & Teaching Committee in Oct 2018 that these areas should be the subject of discussion and action at the 2018 Away Day and so the agenda had been designed accordingly. As graduate attributes will be the subject of a University working group, and Professor Morrison who will be leading that work was unable to attend the Away Day, it was decided that Internationalisation, Inclusion, and Curriculum Review would feature at the Away Day 2018. In addition, given the developments of teaching spaces on campus, time would be devoted to updates on campus developments and on staff support for evolving teaching practices. The Day was to provide staff an opportunity to be creative and identify ways forward, but also to note barriers to progress.

Internationalising the Curriculum – progress since 2015 and next steps

Dr Jackie Clarke, School of Modern Languages and Cultures, gave an update to Professor John Davies’ presentation at the 2015-16 LTC Away Day. The HEA definition of Internationalisation “to give students a global perspective, broader knowledge base in a diverse cultural environment” was used to provide focus.

This translates into:

- international recruitment and the ability to adapt the curriculum for a global market
- provide UK students with an international experience to enhance opportunity to participate in an international job market.

The current University of Glasgow strategy is to support students coming from outside the UK, increase the number of students participating in study abroad and student exchange programmes and increase the number of collaborations to help facilitate this. Language provision is being strengthened at the University, with a new suite of language courses provided.

Barriers to achieving University aims were identified as being:

- Students’ Language ability
- Limited curriculum flexibility to choose a subject from outside Subject Area when going abroad
- Timing of opportunities – too early, students not ready, too late, anxious of impact on degree outcome. Risk adverse attitudes amongst some staff and students.

Next steps

- Collation and sharing of good practice
- Work with international students to ensure inclusive learning truly embedded in the curriculum
- Would a package of global subject courses alleviate issues with curriculum flexibility?
- Embed international research into teaching
- Inter-curricula development
- Increase number of students undertaking study abroad by creating more opportunities for doing so - build into degree classification
- Better promotion of opportunities and benefits of undertaking. Explicit ILOs in relation to outcomes of study abroad
- Better support for students undertaking study abroad
- Dedicated support for international students at Glasgow
- Ensuring teaching and assessment is inclusive. Move away from traditional teaching and assessment
- Build upon diversity of academic community - more effective use of international staff and promotion of staff mobility
- Better use of collaborative arrangements whereby student exchanges work both ways
- On-line opportunities? Different international experience?

**Inclusive Curricula**

Ms Lauren McDougall, SRC President, and Ms Emma Hardy, SRC VP Education ran the workshop on inclusive curricula; whereby curriculum should reflect diversity of staff and students. Inclusivity at early stages - all learners should be engaged and encouraged to contribute and better equipped in order to do so. However, it is acknowledged that there are challenges. The Group was asked to reflect on:

- Are students treated equally?
- Are all students engaged? Or actively encouraged to engage?
- How is diversity in teaching celebrated?
- How inclusive was the curriculum, classroom experience, assessment methods?
- Flexible from outset not just ‘adjustments’?
- Does the curriculum reflect diversity of staff and students?
- How to challenge students, but not made to feel uncomfortable?

The following was considered during discussion

**Strengths**

- Institutional support – genuine commitment across staff and students
- Lots of academics’ keen to create inclusive curriculum
- Diversity of staff and students
- Desire to decolonise the curriculum – move away from white/male references
- Engaged Student Representative Council

**Weakness**

- Complexity of curricula provision and size of Institution
- Complacency and reluctance to change by some staff
- Resources and level of support
- Still number of spaces around campus that are inaccessible
- Policy needs to be implemented effectively

**Opportunities**

- Challenge inappropriate behaviour and provide staff training
- Introduction of more flexible learning
- Embed diversity into the curriculum – transparent and purposely not just an ‘add on’
- Athena Swan/LTDF to promote Inclusivity
- Increase visibility of role models – in case studies, photographs, slides to create sense of belonging
- New Learning and Teaching hub – providing accessible and flexible space
- Staff from across disciplines working together
- Involve students as a University community

**Threats**

- Political environment/Brexit
- Accreditation requirements and limitations on curriculum design and flexibility
- Don’t get right? Legal implications?

**Curriculum change workshop – what should we be doing and how?**
The Groups were asked to consider designing a curriculum from scratch. From discussions, the following were considered important to include in the curriculum:

- Independent learning important for both broad based and research intensive study
- Industrial Liaison Input from Industry – with work placements and work based learning built in
- Student:Staff partnerships
- Transferable skills and independent learners who are able to respond to change
- Group and Project work
- Programme strategy - style of delivery based on outcomes
- Teaching rewarded – new culture of recognition and reward
- Space for strategy and thinking
- Study abroad
- Identification of skills that would be acquired from outset and how these are achieved by assessment set

**How will learning and teaching change by 2025?**

Dr Matthew Williamson lead this session, questioning:

- What will entry requirements be – what qualifications will be required and who will be students?
- Space requirements?
- Technology requirements?
- External Environment?
- What will Graduates’ be like?

**Entrants**
- Multiple sources and variety of technologies used
- Flexibility of curriculum/learning/students
- Increase in part-time study
- Increased Blended learning more distance learners and increasingly diverse
- Different entry routes
- Staff training to accommodate all of above

**Space**
- Creation of formal and informal space to provide a sense of belonging
- Opportunity for more casual interaction between students and staff
- Increase in Distance Learners –opportunities to use space in other areas to create sense of belonging
- New Capital Project addressing University strategy

**Technology**
- IT systems and support for L&T
- Risks?
- Improvements and horizon scanning
- Move from behind to out front
- Strategy drives technology
- Forward thinking – try new methods – confidence to try and fail – not everything will work

**External Environment**
- Political dimension – immigration and geographic diversity
- International engagement
- Political – league tables, tuition fees, REF agenda, TEF
- Values – influences
- Change to student profile – how to adapt and accommodate quickly and support diverse student population and instil resilience

**Graduates**
- Career requirements – changing, diversity and resilience
- Student character, personal data management, career management
- Graduate attributes
- Feedback portfolio and technology supporting
- Student working together across Subjects and Years
- Team projects, competitions across Colleges
- Ability to analyse text/problem solving.

**Developments in active learning – and what next for UoG?**

Professor Moira Fischbacher-Smith and Mx Nicole Kipar
- Increase use of TEAL (Technology Enhanced Active Learning (TEAL) spaces are classrooms that have been adapted to encourage interactive learning in small groups supported by technology)
- Changing teaching practices
- Student needs? How changing?
- Evolving teaching model
- Staff support
- Prepare and support both staff and students for changes
- What Peers are doing?
- University Refurbishment Working Group
- Opportunities with new build

**Why Active learning?**
- More engaging and learn more effectively
- Performance better in assessment
- Engage more with materials
- Critical thinkers

**Learning from experiences**
- Reflection on personal experiences:
  - Use of blended learning – not positive. “Flying by seat of pants”. Lack of control. Unfamiliarity
  - Works for some groups but not others
  - Active learning session at conference – can make you feel uncomfortable – singled out in large group
  - Tone of voice – invaluable tool to engage
  - Lecturer engaged – audience more likely to be engaged – broader social experience – follow up conversations – reinforcing learning

**Natural development – increasing use of VLE**
- Mechanisms to change teaching practice and teaching culture
- Support staff and peers
- Ability to try and test, adjust
- Start small
- Monitor student outcome/success
- Mutual support – co-develop. Community to work and develop ideas
- Compare and contrast
- Changes from within – more effective
• Flexibility to allow change to take place
• Help to make changes
• Examples of good practice – incorporate into teaching
• Projects and secondments
• Get student perspective
• Discuss with External Examiners – discover practices elsewhere
• Teaching and Learning Vs Teaching and Research – incentive to change teaching. Recognition and reward of teaching. Motivation to change teaching style

Incentives
• LEADS
• Colleges
• Schools

SRC & University Priorities for Learning & Teaching and next steps

Ms Emma Hardy highlighted SRC priorities including
• Student representation to reflect wider student body
• Learning Community – outside the classroom. School and College level. Skill based learning
• Inclusion of PGT and PGR students – greater sense of belonging
• Project based activity e.g. lecture recording policy. Working with LEADS – more rooms equipped with lecture recording facilities. Part of inclusive agenda – more accessibility for international and non-traditional students
• More transparency in feedback. Useful feedback and deadlines set for return of feedback
• Increase in active learning – students find more engaging
• Different learning approaches to learning
• Increase e-learning and use of technology

Summary of priorities and next steps

Professor Moira Fischbacher-Smith brought the session to a close by highlighting that LTC was responsible for implementing the L&T Strategy and will monitor progress made within the Strategy in relation to Curriculum Review and Internationalisation. Focus will include:
• Support for study abroad – to enhance provision and provide better support
• Flexible Space - Refurbishment Working Group has been established to oversee refurbishment of existing teaching space
• Supporting staff - Learning and Teaching Hub work stream – will include preparing staff for the new environment working through LEADS and College/School/Institute learning and teaching leads. Need to be responsive to local requirements as how best to support staff
• Structure and delivery of Programmes – and ensuring inclusion and diversity. Work with SRC and Equality and Diversity
• Curriculum Review – VP Academic and Educational Innovation will work with Deans (Learning & Teaching) and Director of the Senate Office to take forward
• LTC and SEC to work together to enhance the student experience and ensure an integrated approach in their priorities and actions