

College of Science and Engineering
Learning and Teaching Strategic Plan 2018–21

The central, subject-independent aim is:

To develop independent learners through research-led teaching.

The common phrase ‘research-led teaching’ has many meanings. The key features are felt to be:

- students are equipped with the fundamental knowledge, skills and understanding to carry out independent research or to solve complex problems in professional practice
- teaching is delivered by researchers passionate about their work, and is designed to integrate students into cutting-edge research
- all material, even on well-established topics, is set in the context of the latest trends
- pedagogical research underpins the overall approach to teaching

Summary of main actions for 2018–19

Making students feel valued – the emotional dimension of learning and teaching

- Activities in first year should be aimed more at hearts than minds: make it clear that this is the first step on a shared journey.
- Annual induction events for all levels will be used to tell students about changes that have been made for the new year as a result of their input, with the slides on moodle.

Making students feel valued – mental health and well-being

- Build on University [Mental Health and Wellbeing Action Plan](#) and activities already taking place across College (Psychology, Computing Science...).
- Promote resilience in students and awareness among staff.

Sense of belonging for students – challenging amongst students on general degrees

- Work with Space Management and Timetabling (SM&T) to make room bookings for classes more consistent so that classes have a physical home in which groups can bond.
- Introduce group activities throughout degree programmes to build a sense of community and integrate direct entrants.

Staff and student culture

- Emphasise that staff in departments with successful records in assessment and feedback all start advice with *We care about our students*.
- CMG recommends that the recruitment procedure for R&T staff should always include an example lecture as well as a research talk. Consider inviting students to the lecture.

Effective leadership of L&T across the College

- Support schools more effectively based on the vision of a ‘team of teams’ [retired US General [Stanley McChrystal](#)], strengthening direct links between staff in schools.

Engage students more deeply in conveying our expectations to the class

- Educate students how to get the best out of academic staff including GTAs. For example, we may not answer questions directly but lead the student towards understanding.
- Aim for a humorous poster campaign rather than another moodle site.

Effective and efficient feedback

- ‘Marking grids’ (rubrics) are effective tools for feedback on many activities. Exemplars will be developed at college level, working with LEADS.
- Explore the appointment of a college E-Learning Innovation Officer.