The LEADS CPD Series overview

The CPD session topics for 2018/19 reflect the University’s strategic learning and teaching priorities, and include specific suggestions from University of Glasgow staff.

The series is divided into 5 strands:

- Active Learning
- Scholarship of Teaching & Learning (SoTL)
- Assessment and Feedback
- Developing Your Students
- RET (Recognising Excellence in Teaching) Framework

In order to support the development and progression of staff at Glasgow, all of the strands are aligned against promotion criteria for academic contracts, and each session is aligned against the UKPSF (UK Professional Standards Framework). Details can be found on the relevant pages for each session.

Sessions usually take place around the middle of the day and typically last for 1.5 - 2 hours, so you are very welcome to bring your lunch. Tea and coffee are provided at every session.

For up-to-date dates, venues and descriptions, visit the LEADS CPD website:

www.gla.ac.uk/LEADS/goodpractice/CPD
WHO IS THE SERIES FOR?

The series is open to anyone employed at the University of Glasgow* involved in teaching, regardless of contract type or position. This means that Graduate Teaching Assistants are also very welcome to attend.

* Staff from validated institutions are welcome to attend sessions delivered by external speakers. For more information, see the booking specifics on our events listings at www.gla.ac.uk/LEADS

HOW DO I REGISTER?

Booking is done online at www.gla.ac.uk/LEADS/goodpractice/CPD

I HAVE QUESTIONS

The series is coordinated by Dr Scott Ramsay, Good Practice Adviser for the University. You can contact him at LEADS-CPD@glasgow.ac.uk

LEADS

LEADS (the Learning Enhancement & Academic Development Service) exists to support and enhance student success across the University of Glasgow by developing effective learning and teaching practices, effective people, and effective institutional strategies and responses to national and strategic imperatives and initiatives.

We are one of the main ways in which the University supports staff to develop their teaching, assessment and feedback practices for the benefit of their students.

For information about our staff and their areas of expertise, your College Contact, or how our team can support your students, visit www.gla.ac.uk/LEADS

The UKPSF

‘The UKPSF provides staff engaged in delivery of teaching and learning support in higher education with a framework to guide their initial and continuing professional development’ (Higher Education Academy, 2016).

Glasgow’s accredited teaching fellowship scheme, RET (Recognising Excellence in Teaching), has fellowship levels that make reference to applicants’ progression against the three dimensions of the UKPSF: areas of activity (items A1 - A5), core knowledge (items K1 - K6), and professional values (items V1 - V4).

Where applicable, each CPD session is aligned against the relevant UKPSF dimensions. These are mentioned at the end of each CPD session description. This is intended to help anyone applying for RET fellowship to prioritise which sessions would be most useful or most relevant to them, their development, and their fellowship application.

For a deeper explanation of the UKPSF, visit www.heacademy.ac.uk/UKPSF
Invited External Speakers

Strand: Developing Your Students

Supervising Doctoral Students’ Writing

Prof. Rowena Murray
University of the West of Scotland
Director of Research

Wed 21 Nov 10.30am - 12 noon
Teaching Room, Southpark House

This seminar will explore the idea of using a range of approaches to help postgraduate students develop academic writing skills and strategies, so that they can complete their theses on time and, where appropriate, publish during the doctorate. We can discuss the pros and cons of different strategies and their potential at different stages.

Strand: Scholarship of Teaching & Learning (SoTL)

On Parity of Esteem for Teaching and Research: Prestige, Recognition, Values and Inequality

Prof. Gwen van der Velden
University of Warwick
Deputy-Pro-Vice Chancellor (Student Learning Experience)
Academic Director of Warwick International Higher Education Academy

Thu 31 January 12 noon - 3pm
Teaching Room, Southpark House

Having worked on tackling the parity question for over twenty years, Professor Gwen van der Velden discusses some of the underpinning values of academic status and esteem. In a one hour seminar Gwen will relate esteem to the academic prestige economy, hidden inequality and seeks to redefine implicit and often historic values that support the divide between research and teaching.

After the formal seminar a two hour roundtable will be offered to explore some of the issue in more depth and discuss realistic ways to change existing patterns.
Strand: Scholarship of Teaching & Learning (SoTL)

‘Routes to Dissemination’ Fair

Dr Anne Tierney
Editor, Journal of Perspectives in Applied Academic Practice (JPAAP)

Dr Jessica Bownes
Staff experience of successfully proposing a textbook to an academic publisher

Dr Colin Milligan
Editorial Board, The Internet and Higher Education (IHE)

Dr Alex Forsythe
Associate Editor, Higher Education Pedagogies (HEP)

Prof Lesley Diack
Editor, Research in Learning Technology (RLT)

Dr John Fulton
Associate Editor, International Journal of Doctoral Studies (IJDS)

Tue 22 Jan 2019 10am - 1pm
Senate Room

Theme: To Be Announced

Dr Martyn Kingsbury
Imperial College London
Director of Educational Development

July 2019
Teaching Room, Southpark House
Exact timings to be confirmed - see www.gla.ac.uk/LEADS/goodpractice/CPD

Strand: Developing Your Students

Dr Camille Kandiko Howson
King’s College London
Senior Lecturer in Higher Education / Academic Head of Student Engagement

Wed 27 Feb 2019 2pm - 3pm
Teaching Room, Southpark House

This keynote will explore the different dimensions of student engagement, the different levels of how students engage with learning and different ways of measuring and acknowledging how students engage with their learning.
In line with the work being done across the University on developing strategies for active learning - especially in the light of teaching room refurbishments and the L&T Hub building - this strand aims to support active learning in all its forms, be those in classrooms (old as well as new), online (e.g. on Moodle), and in the mental learning space.

Intro to Active Learning
Thu 2 Oct 12 - 1pm
Teaching Room, Southpark House
Dr Amanda Pate

With the campus redevelopment under way, an increasing number of rooms are being built or adapted to give you greater flexibility in your modes of teaching. This session gives an introduction to active learning and examines the concept of Glasgow’s learning spaces, both physical and online. It introduces the resources generated through the MALT (Moodle Active Learning and Teaching) LTDF project, which demonstrate how active learning can be used creatively to facilitate face-to-face, blended, and online learning. These resources include material to support co-operative and collaborative approaches to teaching, learning, and also assessment - all underpinned by the values of active learning.

You should come if you want to: think about how you might adapt your teaching to the developing range of spaces and technologies we have at Glasgow - even if you only ever teach in lecture theatres or traditional smaller classes

UKPSF: A4

Inclusive practice: Proactive approaches to intercultural learning and teaching
Thu 25 Oct 10am - 12 noon
Teaching Room, Southpark House
Nicole Kipar

This session aims to raise awareness and challenge participants’ own views and understanding, and explores approaches to providing inclusivity in your practice with a specific focus on interculturality. It investigates the role that implicit bias plays, and discusses the need to respect and engage all learners in the context of teaching and learning practice in Higher Education.

You should come because: making our own cultural context explicit is not only fascinating, but it opens our eyes to the assumptions we make about others, and vice versa.

UKPSF: V1
Creating supportive spaces: Teaching in an inclusive environment

Mon 29 Oct 1.30 - 3.30pm
Talk Lab, Library
Dr El Spaeth

This session helps you consider how you can teach in a way that is open and accessible to all students. Rather than considering specific policy, we will explore this from a pedagogical perspective, including practical ways that you can make your teaching more inclusive.

UKPSF: A4, V2

Planning for MOOCS (the course design process)

Mon 14 Jan 12 - 2pm
Teaching Room, Southpark House
Dr Vicki Dale, Dr John Kerr

In this session, participants will gain a deeper understanding into the important role that MOOCs (Massive Open Online Courses) play at Glasgow. We’ll explore the current direction of MOOCs, focus on the processes of announcing, designing and running a MOOC, and investigate the impact they’ve had on our face-to-face learners along with how they support our distance programmes. Drawing on examples from all four colleges, this workshop will appeal to teachers and teaching support staff from any discipline.

You should come because: you’ll get to ask the University’s MOOC Manager about his experience from several years of MOOC publishing across various subjects at Glasgow (or even just find out what MOOCs are!)

UKPSF: K4

Adapting your teaching for Glasgow’s new active learning spaces

Wed Jan 30 12 noon - 2pm
Hugh Fraser Seminar Room, Wolfson Medical School Building

Glasgow has equipped an increasing number of rooms as Technology Enhanced Active Learning (TEAL) spaces. These teaching spaces will become an integral part of the campus redevelopment, and so this session draws on the experience of teaching staff who have already successfully used them. The session introduces the concept of active teaching and learning in these environments to promote student collaboration and problem-solving, and gives you a chance to hear about successful teaching approaches (and perhaps also warnings!). As this takes place in a TEAL space, you’ll have the opportunity to engage with it from the student perspective.

You should come if: you want to see what type of teaching environments you’ll have in the new Learning & Teaching Hub

UKPSF: A4, A5, V1, V3

Using digital storytelling for teaching, learning and assessment

Tue 5 Feb 12 - 2pm
Room 253, Gilbert Scott Building
Dr Amanda Pate

*Note change of venue from Southpark House

Digital storytelling is a way of using your digital literacy to develop interesting and engaging ways of teaching, both face-to-face or online, by creating videos that form a basis for sharing knowledge. It is therefore suitable for all subjects and disciplines. This session introduces the concept and looks at what makes a good digital story. You’ll get an insight into the processes involved (and tips for addressing these), and the tools available to support you to develop digital storytelling for your teaching.

You should come because: digital storytelling not only frees up contact time, but it’s a great way to build the digital literacy of teaching staff or students who put it into practice.

UKPSF: K4
The dos and don’ts of creating online video

Wed 20 Feb 10am - 12 noon
Teaching Room, Southpark House
Media & Digital Development team

The Media & Digital Development experts in LEADS will take you through the basics of practical videography and explore the best use of software and equipment available for creating your own content. They’ll also give you an introduction on how to prepare and work with our team on developing professional videos.

You should come if: you’re thinking of investing in video recording kit for use in your teaching, or if you want to learn how the Meda & Digital Development Team can help you out.

UKPSF: K3, K4

Problem-based learning: a model for active learning used at Glasgow

Thu 28 Feb 12 - 2pm
Teaching Room, Southpark House

Dr Genevieve Stapleton & Dr Sharon Sneddon
School of Medicine

In this workshop, we’ll explore the use of PBL as a small-group teaching method which promotes self-directed independent learning. This is an interactive and practice-based workshop, providing examples, ideas and tools to support staff who are thinking about developing this type of teaching. Traditionally used in medicine, we’ll consider how this approach can be of benefit to students from a wide variety of disciplines.

You should come if: you want to explore different ways of increasing student involvement and ownership in tutorials

UKPSF: A2, K3

Spielberg in the classroom: Incorporating rich media in active learning

Wed 27 Feb 12 - 2pm
Teaching Room, Southpark House
Media & Digital Development team

This session is aimed at anyone planning for blended or online learning, and who want to create videos as part of these resources. There will be a showcase of a variety of resources from Glasgow’s MOOCs (Massive Open Online Courses) and courses sponsored by BOLD funding (Blended and OnLine Delivery - an internal funding initiative spread over the past several years).

‘I’m from Arts, and I’d come because: I want to find out how to record a video showing my students how to make use of the Library’s special collections archival material’

‘I’m from MVLS, and I’d come because: I want to show students how to use our new equipment before they show up to a lab’

UKPSF: K3, K4

Establishing a mindful classroom (supporting mental health)

Mon 4 Mar 12 - 2pm
Teaching Room, Southpark House

Dr El Spaeth LEADS
Pamela Orr Counselling & Psychological Services

University can have unexpected impacts on a student’s mental health. This session considers how we can teach in a way that is mindful of this.

You should come if: you’re wondering how to make sure your sessions are suitable for as many different student needs as possible.

UKPSF: V1, V2
Using Mahara for online portfolios

Thu 12 Mar 1 - 3pm
Teaching Room, Southpark House
Craig Brown
School of Law

Portofolio assessment is useful in letting students show (and reflect on) their progression through a course, and it provides multiple small opportunities for them to stay engaged as the course goes by. This session introduces the e-portfolio tool Mahara. We’ll look at what the tool offers, why you might want to use it, and examples of how it is being used with students in the School of law.

Come if you want to: see examples of how and why portfolio assessment works in a School here at Glasgow.

UKPSF: A1, K2, K4

Using Moodle for Designing Flipped Learning

Tue 19 Mar 12 noon - 2pm
Computer lab 1022, Main Library
Dr Amanda Pate & Dr El Spaeth

This session will briefly introduce participants to some of the evidence in the literature for online group work to promote active student learning, before giving them the chance to experiment with different types of groupwork activity as a student in Moodle. They will then be supported to create similar activities in Moodle from the teacher perspective.

UKPSF: A1, K2, K4

As a minimum, all sessions in this strand relate to promotion criteria Section A (Learning & Teaching Practice) for those on Learning, Teaching & Scholarship contracts, or to Section C (Learning & Teaching) for those on Research Only or Research & Teaching contracts.
Strand:
Scholarship of Teaching & Learning

These sessions offer standalone academic development for any member of teaching staff, as well as additional and focused learning opportunities for those on the integrated MEd in Learning & Teaching in Higher Education (MEd LTHE) programme.

The strand is comprised of several sub-themes:

• Theoretical frameworks
• Ethics
• Approaches
• Methods
• Dissemination
What is the Scholarship of Teaching and Learning (SoTL)? Why should I care?

Fri 5 Oct 1 - 3pm
Teaching Room, Southpark House

Prof. Moira Fischbacher-Smith
Assistant Vice-Principal, Learning & Teaching
Dr Michael McEwan

Expertise and excellence in teaching and in SoTL can be a vehicle for developing leadership, esteem, and evidence for academic promotion. This session focuses on developing an understanding of SoTL, introduces the four scholarships of Boyer’s ‘scholarship reconsidered’, and finishes with a framework for SoTL project design. During the session, we’ll present examples of SoTL to give a feel for what constitutes SoTL in Higher Education.

NB: Prof. Fischbacher-Smith has recorded some preliminary advice on academic promotion already. We ask that you watch her short presentation before attending (3 videos, ~25 minutes total): https://www.gla.ac.uk/myglasgow/humanresources/all/pay/promotion/acpromotion/promotionsresources/#/learningteaching&scholarshipguidance

You should come if: you want to know more about how scholarship of teaching and learning feeds into your development as a member of teaching staff at Glasgow.

UKPSF: A5, V3, D3vii

‘I’m from Arts and I’d come because: I’m not sure about collecting more quantitative data as part of my educational scholarship’

‘I’m from Science & Engineering, and I’d come because: scholarship of teaching and learning involves a lot of social science methodology, which isn’t something I’ve ever used in my career’

Preparing to do scholarship, and writing an ethics application

Mon 5 Nov 12 - 2pm
Teaching Room, Southpark House
Dr Vicki Dale
Dr Michael McEwan

Depending on the details of a given scholarship projects, specific ethical approval might need to be applied for, reviewed and approved before the work can begin. This session will explore ethical considerations for scholarship of learning and teaching, with an emphasis on research into the experience of the learners. We’ll also examine the process of designing an ethically sound methodology. Relevant ethics application forms and associated documentation will be used to give this session a significant practical ‘workshop’ feel. This workshop will appeal to staff preparing to undertake scholarship in any of the four colleges. College-specific documentation will be circulated to allow participants to contextualise their queries in relation to their own college.

You should come if: you’ve never written an ethics application before, you’ve never done it at Glasgow, or you just want a refresher on the process for dealing with your College Ethics Committee.

UKPSF: V3

Designing data collection and analysis

Thu 1 Nov 12 - 2pm
Teaching Room, Southpark House
Dr Michael McEwan

This session moves from formulating scholarship questions towards deciding how you’ll answer them. What counts as data? What kind of data do you require in order to actually address the issue at hand, and how can you plan your data collection, management and analysis to make sure that’s achievable – especially when the data might be of an unfamiliar form?
Methods: designing questionnaires

Thu 8 Nov 12 - 2pm
Teaching Room, Southpark House
Dr Vicki Dale

Questionnaires can notoriously be interpreted in different ways by different respondents, particularly when they include qualitative measures, making your analysis of the responses difficult. Good question design can help to eliminate ambiguity and help respondents to provide you with meaningful answers. This workshop will combine theory and practice and will be delivered in three parts: 1) the theory of designing evidence-based questionnaires, 2) practice at developing a questionnaire, 3) feedback and discussion on proposed questionnaire designs, and issues arising. This workshop will appeal to staff in all four colleges who are interested in undertaking scholarship, particularly around learner experience research.

‘I’m from Science & Engineering, and I’d come because: my research has never included qualitative measures before.’

‘I’m from the Arts, and I’d come because: I want to publish, and so I want to know more about how and why coding written responses could augment my analysis.’

Methods: undertaking online research

Tue 20 Nov 12.30 - 2pm
Teaching Room, Southpark House
Dr Amanda Pate

This session focuses on gathering data for research projects through the internet. It covers the use of online surveys, email data collection, the use of virtual documents, and the role that social media can play in your research project. It also highlights issues of data protection when it comes to undertaking research online.

‘I’m from Arts / Social Sciences, and I’d come because: I don’t normally conduct this type of research and I want to find out more.’

‘I’m from MVLS / Science & Engineering, and I’d come because: scholarship of teaching and learning isn’t something I have done in my career, and I want some support in more social science research approaches.’

Approaches: Comparative research (i.e. experiments) and surveys

Thu 15 Nov 1 - 3pm
Teaching Room, Southpark House
Dr Michael McEwan

This session explores the more positivistic side of educational research, such as interventions, pseudo-experiments comparative studies, as well as touching on larger-scale surveys. With a nod to sequential and concurrent designs, we’ll discuss the power and limitations of more quantitative scholarship designs, ensuring that you leave with an understanding beyond what might be your own ‘typical’ methodology.

‘I’m from Arts / Social Sciences, and I’d come because: it’s an opportunity to consider alternative approaches to sources of data that can be used for qualitative research.’

‘I’m from MVLS / Science & Engineering, and I’d come because: outside of medicine, we don’t often have to stop and consider issues around data protection, which are highly relevant to online research.’
Approaches: Ethnography and case Studies
Wed 28 Nov 12 - 2pm
Teaching Room, Southpark House
Dr Nathalie Sheridan

Ethnography is a method of investigation that looks at the situation (in this case, the teaching scenario) from the point of view of the culture and behaviour of the subjects being studied. This session will explore what ethnography is, how it works as a research approach in an educational context, what methods are related to ethnography, and some of the principles of ethnographic research. The session also introduces case studies as a methodology and explores their purpose within research and scholarship in higher education.

You should come if: you’re looking for new ways of engaging with educational scholarship around your own teaching.
Methods: carrying out observations

Thu 29 Nov 12 - 2pm
Teaching Room, Southpark House
Dr Nathalie Sheridan

This session offers an overview of the principles of observation as a research method. We’ll discuss issues around observation bias, interference with the observed, ‘going native’, and the significance of data derived through observation.

You should come if: you want to seek out feedback on your classes from a colleague, but you haven’t had many people observe your teaching before.

Methods: conducting interviews

Mon 21 Jan 12 - 2pm
Teaching Room, Southpark House
Dr Amanda Pate
Dr Janis Davidson

In publishing scholarship of teaching and learning, interviews allow you to get deeper responses than surveys, and also to follow up based on initial answers.

This workshop is aimed at anyone undertaking research interviews for the first time. We’ll examine aspects such as preparing good interview questions, choosing effective interview environments, having relevant documentation, and approaches to recording interviews.

You should come if: you want to learn about the nuances of a new methodology, or if you want to discuss refining interview approaches you’ve tried in the past.

Approaches: Grounded Theory and Practitioner Enquiry

Wed 6 Feb 1 - 2.30pm
Teaching Room, Southpark House
Nicole Kipar

In contrast to research that starts with a hypothesis, “Grounded Theory is a form of qualitative research developed [...] for the purpose of constructing theory” from the observations upwards (Corbin, 2017).

Part 1 of this session is a brief introduction to the principles of Grounded Theory, and its applicability to educational scholarship.

Part 2 is an introduction to practice-based research in education, which considers the teacher as both the researcher and the research object.

NB: The second part of this session goes hand-in-hand with the CPD session Methods: engaging in self-reflection (reflective logs, autoethnography).

‘I’m from Arts and I’d come because: I’ve predominantly dealt with quantitative research and I’m interested in getting an idea of some of the ways I might undertake some scholarship of learning and teaching.’

‘I’m from Science & Engineering, and I’d come because: I’m curious about research outside of my comfort zone, and I’d like to get a taster of some qualitative approaches.’

Methods: engaging in self-reflection (reflective logs, autoethnography)

Thu 7 Feb 12 - 2pm
Teaching Room, Southpark House
Dr Nathalie Sheridan
Nicole Kipar

This explores some of the ways a member of teaching staff could research and evaluate their own teaching practice. It covers a variety of self-reflective approaches e.g. reflective journals, self-narrative research, and introduces the reflexive method of analytic autoethnography.
‘I’m from Arts and I’d come because: I’m actually thinking of asking my students to engage in reflective learning journals and am curious about the variety of approaches and their applicability.’

‘I’m from Science & Engineering, and I’d come because: I would like to undertake a scholarship project and investigate my own L&T practice and am wondering about how I can formally research myself.’

Methods: facilitating focus groups

Thu 21 Feb 2 - 4pm
Teaching Room, Southpark House
Dr Amanda Pate

Focus groups let you examine your participants’ experience of a teaching situation in more depth than a survey, and with more data sources than a one-on-one interview. This introduction to how and why to use focus groups for data collection covers how to prepare for facilitating them, and includes some of the key issues to consider in focus group design, such as sampling and planning issues, as well as anticipating problems.

‘I’m from Arts / Social Sciences and I’d come because: it’s an opportunity to network with others and hear about different approaches to conducting focus groups.’

‘I’m from MVLS / Science & Engineering, and I’d come because: I can explore using focus groups and find out more about qualitative data collection methods.’

As a minimum, all sessions in this strand relate to promotion criteria Section A (Learning & Teaching Practice) for those on Learning, Teaching & Scholarship contracts, or to Section C (Learning & Teaching) for those on Research Only or Research & Teaching contracts.
This strand builds on the successful sessions of the previous year, and expands their reach by including a focus on holistic approaches to supporting academic integrity and to plagiarism prevention through assessment design.

Student engagement in assessment and feedback is a recurring theme throughout this strand.

As a minimum, all sessions in this strand relate to promotion criteria Section A (Learning & Teaching Practice) for those on Learning, Teaching & Scholarship contracts, or to Section C (Learning & Teaching) for those on Research Only or Research & Teaching contracts.

Giving constructive and useful feedback to students

Tue 16 Oct 12 - 2pm  
Teaching Room, Southpark House  
Dr Amanda Sykes

This session will use recent discussion and research around feedback to consider not only how to provide useful feedback to students, but how to support them to engage with it as well. Participants will be encouraged to consider how this might best fit within their current practice and what they might need to change.

‘I’d come because: giving feedback takes time, and I want to get it right so that my students use it.’

UKPSF: A3
What can *Strictly Come Dancing* teach us about assessment & feedback?

**Tue 27 Nov 10am - 12 noon**
Teaching Room, Southpark House
Dr Matthew Williamson

The judging on *Strictly Come Dancing* is probably how the largest cross-section of the public are exposed to what we would call assessment and feedback. The way marks are awarded, decisions are made and feedback given can give an insight into how we assess and feedback on student work. We’ll use examples from these shows to start a conversation about how we assess, the feedback we give, and what we might expect students to do with it. The session may help colleagues understand why students don’t always do what we would like them to do with the feedback we give.

**UKPSF:** A3

---

Writing aims and ILOs

**Tue 29 Jan 10am - 12 noon**
Teaching Room, Southpark House
Dr Amanda Sykes

This session will introduce the concept of Constructive Alignment and will then use a workshop format to explore well (and poorly) written Aims and ILOs. Finally, you’ll get a chance to review and enhance any Aims and ILOs from your own discipline and / or Aims and ILOs you might currently be drafting.

**‘I’d come because: I need to write Aims and ILOs for my course and I don’t know where to start!’**

**UKPSF:** A1

---

Assessment design

**Thu 12 Feb 12 - 2pm**
Teaching Room, Southpark House
Dr Amanda Sykes

Building on the concept of Constructive Alignment (introduced in the previous session), this session will use a workshop format to address how ILOs can be assessed. The workshop will look at a variety of assessment types and their pros and cons. You’ll be invited to consider the design of your own courses / programmes.

**‘I’d come because: I think my students could learn a lot about by comparing their work with their peers.’**

**UKPSF:** K3
This strand is based around the practical questions and issues that students raise most often with our Effective Learning Advisers and Maths & Stats Advisers in LEADS.

Drawing upon the experience of these advisers, who work with students every day in lectures, workshops and 1:1 appointments, we’ve designed these sessions to bring some of that experience to you as subject staff. Each session gives you practical strategies and evidence-based approaches to dealing with those issues in your classes, tutorials, and supervisory relationships.
International students and plagiarism: cultural differences and setting expectations

Thu 4 Oct 12 - 2pm
Teaching Room, Southpark House
Dr Julia Bohlmann & Dr Michael McEwan

This session focuses on what plagiarism actually means in an international context, and will demonstrate that (in some instances, at least) plagiarism is the result of cultural differences and not a crime! This session is based on a recent review of plagiarism-focused literature, and gives guidance on how to make your teaching, your expectations, and your materials more accessible and more explicit.

‘I’m from Arts / Social Sciences and I’d come because: I issue several take-home writing tasks, and I’m concerned about the inherent opportunities for plagiarism.’

‘I’m from Science & Engineering, and I’d come because: after several high-profile misconduct cases in the media, I’m increasingly worried about how to best equip my students on the issue of academic integrity.’

UKPSF: A2, A3, A4, K2, V1

Encouraging student engagement with feedback, and developing feedback literacy

Tue 13 Nov 12 - 2pm
Teaching Room, Southpark House
Dr Jessica Bownes & Elina Koristashevskaya

This session discusses approaches to encouraging and (where possible) embedding active engagement with feedback into the students’ academic practice. This session will also invite staff to consider the ways in which feedback is interpreted by students, and how to develop students’ feedback literacy to help them make the most of their feedback.

You should come because: you’ll get to discuss how to improve your school’s NSS score for feedback, or what students want from the feedback we all give.

UKPSF: A2, V3, V4

Supervising International Research Students (MRes & PhDs)

Wed 12 Oct 12 - 2pm
Teaching Room, Southpark House
Dr Jennifer Boyle, Dr Julia Bohlmann and Dr Andrew Struan

Diverse cultural and educational backgrounds can have an influence on the performance and experience of international research students. This session provides a space to discuss experiences and challenges, and offers examples of good supervisory practice that you could think about adopting. The session also introduces resources that will be helpful to supervisors and their students on issues ranging from mental health to writing difficulties.

UKPSF: A2, A3, A4, K2, V1

Supervising Arts and Social Science Dissertation Students (UG & PGT)

Tue 4 Dec 12 - 2pm
Teaching Room, Southpark House
Dr Andrew Struan & Dr Janis Davidson

The purpose of this session is to give staff a clearer understanding of the challenges and obstacles encountered by dissertation students. We’ll consider common issues met by students as they transition through their dissertation, as well as the student perception of support offered by supervisors. By considering the research process from the point of view of the inexperienced student, we can better support their academic performance.

UKPSF: A2, A3, K3
Supervising MVLS and Science & Engineering Dissertation Students (UG & PGT)

Thu 6 Dec 12 - 2pm
Teaching Room, Southpark House
Dr Scott Ramsay & Dr Jessica Bownes

The purpose of this session is to give staff a clearer understanding of the challenges and obstacles encountered by dissertation students. We’ll consider common issues met by students as they transition through their dissertation, as well as the student perception of support offered by supervisors. By considering the research process from the point of view of the inexperienced student, we can better support their academic performance.

UKPSF: A2, A3, K3

Supporting students with maths, stats and numeracy

Fri 25 Jan 11 - 1pm (note change of date)
Teaching Room, Southpark House
Shazia Ahmed & Dr Michael McEwan

Regardless of subject area, a solid familiarity with maths and basic summary statistics will boost the skillset of your students when they graduate and seek work. This session is a chance to identify the mathematical needs of your students, to reflect on how students can improve their confidence and ability in maths, stats and numeracy, and it’s also an opportunity to share good practice between subject areas.

‘I’m from Arts and I’d come because: maths and stats isn’t a core part of my teaching, but my students need these skills and I’m not sure how to help.’

‘I’m from Science & Engineering, and I’d come because: I get frustrated when my students don’t demonstrate the maths and statistics skills that I expect them to have. I want to help, but I have to focus my time on the science.’

As a minimum, all sessions in this strand relate to promotion criteria Section A (Learning & Teaching Practice) for those on Learning, Teaching & Scholarship contracts, or to Section C (Learning & Teaching) for those on Research Only or Research & Teaching contracts.

Decolonising the curriculum: why and how?

Fri 15 Feb 1 - 3pm
Teaching Room, Southpark House
Dr Carol Collins

This session will look at the growing imperative in HE Institutions to challenge assumptions about racial and civilisational hierarchies and their impact on academic study. The session will consider, through discussion and practical activities, why it might be important to challenge the historical contexts of knowledge and how, through considering course content, including biographies, you might make small changes to courses that can represent a more diverse student population and engage all students in challenging assumptions about knowledge.

‘I’m from Arts and I’d come because: I want ideas about how to ensure that my course is appealing to a diverse student body.’

‘I’m from Science & Engineering, and I’d come because: I’m interested in examining the biases we have surrounding Western scientific approaches.’

UKPSF: A1, A5, V4
Support for your students from LEADS

With our large team of Effective Learning Advisers (one per College plus two International Advisers), Maths & Stats Advisers, and Royal Literary Fund Fellows, we support your students’ academic development.

We offer in-course lectures, optional classes, and 1:1 appointments.

Topics include:
- academic writing
- critical analysis
- academic presentations
- time and project management
- effective, evidence-based study and revision methods

For more information about classes and advisers, visit our website http://www.gla.ac.uk/LEADS/students

Your students can also access all of our class materials via our Moodle pages http://moodle.gla.ac.uk/LEADS/
RET (Recognising Excellence in Teaching) is the University of Glasgow’s CPD framework, which aims to provide development opportunities as well as professional recognition of expertise in teaching and supporting learning.

There are four categories of recognition: Associate Fellow, Fellow, Senior Fellow and Principal Fellow.

These sessions form part of a structured programme of support, which also includes peer groups and teaching observations to assist participants to write their applications.

More details are available at www.gla.ac.uk/LEADS/staff/RET
You can also contact LEADS-RET@glasgow.ac.uk

Please note that these sessions are available by prior booking only, and that ‘Introduction to RET’ is a pre-requisite to attendance at any other session.

Introduction to RET
Wed 26 Sep 12 - 1pm
Mon 1 Oct 12 - 1pm
Thu 17 Jan 12 - 1pm
Mon 11 Feb 12 - 1pm
Tue 16 Apr 12 - 1pm
Teaching Room, Southpark House
Various LEADS staff

This workshop will introduce participants to RET and how it relates to the UKPSF. Participants will be asked to assess current practice against the descriptors of the UKPSF and, through discussion, consider which category of recognition is most appropriate. The stages of preparing and submitting a RET application will be described and participants will identify the next step in the process.

UKPSF: A5

Book your session via the RET website (details above)

RET 1: Peer Observation of Teaching
NB: for staff who have attended an introductory session only
Fri 20 Oct 1 - 2pm OR
Wed 16 Jan 11.30am - 1pm
Teaching Room, Southpark House

Receiving feedback on teaching is a key CPD process, and applications to the RET experience-based route in the Associate Fellow, Fellow and Senior Fellow categories require that you demonstrate commitment to Peer Observation of Teaching.

We will present the recommended Peer Observation process and we will discuss the strengths and challenges of being observed as well as the types of feedback likely to be most useful. There will be an opportunity to consider how best to demonstrate reflection in response to an observation.
The session will look at identifying case studies by mapping, and then discuss reflective writing about teaching in relation to those case studies. It will use examples of good, and poor, reflective writing and participants will have the opportunity to begin writing some of their own reflections.

This session will introduce participants to the professional values in the UK Professional Standards Framework, and encourage them to think about how their academic practice aligns with each of the four values.

This workshop will explore ways to evaluate your teaching and support of learning to encourage reflective practice. It will help RET participants to develop their applications for RET Fellowship in any category.

This workshop will provide an opportunity for participants to reflect on and make explicit their approach to coordinating, supporting, supervising, managing and/or mentoring colleagues, whether in formal or informal relationships, and whether demonstrated in a written submission or in professional dialogue. Specific guidance on preparation for the professional dialogue will be included.

For RET Senior Fellowship, applicants must address Descriptor 3, criterion vii of the UKPSF: ‘Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning’.

This workshop will provide an opportunity for participants to reflect on and make explicit their approach to coordinating, supporting, supervising, managing and/or mentoring colleagues, whether in formal or informal relationships, and whether demonstrated in a written submission or in professional dialogue. Specific guidance on preparation for the professional dialogue will be included.

To be recognised as a RET Principal Fellow, applicants must demonstrate a ‘sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning’. This workshop will provide opportunities to discuss Descriptor D4 of the UKPSF and identify the types of evidence appropriate for demonstrating that your practice aligns. Advice will be provided to help you write the Documentary Submission, and the process of the follow up interview will be explained.

This workshop provides quiet space and time for RET participants to write their RET applications. Participants should bring a laptop and the papers they need to work on their application. A member of the LEADS team will be on hand to answer questions and provide support for writing. Participants can drop in or attend for a full or half day.
### Semester 1

<table>
<thead>
<tr>
<th>Week 3</th>
<th>1 - 5 Oct</th>
<th>Intro to Active Learning</th>
<th>International students &amp; plagiarism: cultural differences &amp; setting expectations</th>
<th>What is the Scholarship of Teaching &amp; Learning, and why should I care?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4</td>
<td>8 - 13 Oct</td>
<td>Supervising International research students (MRes/PhD)</td>
<td>Adapting your teaching for Glasgow’s new active learning spaces</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>15 - 19 Oct</td>
<td>Giving constructive and useful feedback to students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>22 - 26 Oct</td>
<td>Supporting students with maths, stats and numeracy</td>
<td>Inclusive practice: proactive approaches to intercultural learning &amp; teaching</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>29 Oct - 2 Nov</td>
<td>Creating supportive spaces: teaching in an inclusive environment</td>
<td>Designing data collection and analysis</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>5 - 9 Nov</td>
<td>Preparing to do scholarship, and writing an ethics application</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>12 - 16 Nov</td>
<td>Encouraging student engagement with feedback, and developing feedback literacy</td>
<td>Approaches: Comparative research (i.e. experiments) and surveys</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>19 - 23 Nov</td>
<td>Methods: undertaking online research</td>
<td>Supervising doctoral students: writing</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>26 - 30 Nov</td>
<td>What can Strictly Come Dancing teach us about assessment &amp; feedback?</td>
<td>Approaches: ethnography and case studies</td>
<td>Methods: carrying out observations</td>
</tr>
<tr>
<td>Week 12</td>
<td>3 - 7 Dec</td>
<td>Supervising Arts &amp; SocSci Dissertation Students (UG &amp; PGT)</td>
<td>Supervising MMLS Sci and Eng Dissertation Students (UG &amp; PGT)</td>
<td></td>
</tr>
</tbody>
</table>

### Semester 2

<table>
<thead>
<tr>
<th>Week 2</th>
<th>14 - 18 Jan</th>
<th>Planning for MOOCs (the course design process)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3</td>
<td>21 - 25 Jan</td>
<td>Methods: conducting interviews</td>
<td>Routes to Dissemination: Fair</td>
<td>Supporting students with maths, stats and numeracy</td>
</tr>
<tr>
<td>Week 4</td>
<td>28 Jan - 1 Feb</td>
<td>Writing aims and ILOs</td>
<td>Adapting your teaching for Glasgow’s new active learning spaces</td>
<td>On Parity of Esteem for Teaching and Research: Prestige, Recognition, Values and Inequality</td>
</tr>
<tr>
<td>Week 5</td>
<td>4 - 8 Feb</td>
<td>Using digital storytelling for teaching, learning and assessment</td>
<td>Approaches: Grounded Theory</td>
<td>Methods: engaging in self-reflection (reflective logs, autoethnography)</td>
</tr>
<tr>
<td>Week 6</td>
<td>11 - 15 Feb</td>
<td>Assessment design</td>
<td>Decolonising the curriculum: why and how?</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>18 - 22 Feb</td>
<td>Dos and don’ts of creating online video</td>
<td>Methods: facilitating focus groups</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>25 Feb - 1 Mar</td>
<td>Spielberg in the classroom: incorporating rich media in active learning</td>
<td>Engaging students in their learning: voice, partnership &amp; co-creation</td>
<td>Problem-based learning: a model for active learning used at Glasgow</td>
</tr>
<tr>
<td>Week 9</td>
<td>4 - 8 Mar</td>
<td>Establishing a mindful classroom (supporting mental health)</td>
<td>Supervising doctoral students' writing</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>11 - 15 Mar</td>
<td>Designing assessment to promote academic integrity and prevent plagiarism</td>
<td>Using Mahara for online portfolios</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>18 - 22 Mar</td>
<td>Using Moodle for designing flipped learning</td>
<td>Peer review tools for assessment (Moodle, Aropà, Peerwise)</td>
<td>Supervision (exact title TBC)</td>
</tr>
</tbody>
</table>

* = invited external speakers