

Principal's Teaching Award Scheme Forum 2015



Date: Thursday 4 June 2015

Venue: Godfrey Thomson Hall, Thomson's Land, Moray House School of Education, Holyrood Road

09:30 - 10:00	Coffee and registration
10.00 - 10:20	Welcome and overview of the PTAS Scheme Dr Velda McCune, University of Edinburgh
10.20 - 11.20	Opening keynote : Prof Roni Bamber
11:20 - 11:50	Refreshments and networking

11.50-12.35 **Parallel Sessions from PTAS projects**

- *Alette Willis, John Harries, Johanna Holtan*
Project : Third Space : Evaluating a Pilot (**G.42 PL**)
- *Sally Argyle, Caroline Hahn, Eoghan Clarkson, Jessie Paterson, Susan Rhind*
Project : Co-development of a Flipped Classroom Strategy (**G.43 PL**)
- *Alison Hulme, Peter Kirsop, Stephen Gilmore*
Project : A Curly Arrows App for Chemistry ? (**1.26 PL**)

12.35 - 13.35 Lunch and informal discussion

13:35 -14.20 **Parallel Sessions from PTAS projects**

- *Ken Fordyce, Pete Allison, Rory Ewins*
Project : A Longitudinal Study Investigating Student Perspectives on Generic Research Courses (**G.42 PL**)
- *Ola Uduku, Gillian Treacy, Lisa Moffitt, John Brennan*
Project : Innovative Environmental Analysis Teaching (**G.43 PL**)
- *Daphne Loads*
Project : Evaluating the Benefits of PTAS (**1.26 PL**)

14.20-15.00	Meet the grant holders over coffee
15.00-16.00	Closing Keynote : Prof Brendan McCormack
16:00-16.30	Feedback and depart

We gratefully acknowledge that all of the funding for the Principal's Teaching Award Scheme is provided by the Development Trust. Without this ongoing support we would not be able to fund these projects which do so much for the quality of the student learning experience at the University of Edinburgh. We would like to thank all of the donors who support the Development Trust.

Date: Thursday 4 June 2015

**Venue: Godfrey Thomson Hall, Thomson's Land, Moray House School of Education,
Holyrood Road**

Keynote 1

PTAS: Taking on the impact challenge

Prof Roni Bamber, Director, Centre for Academic Practice, Queen Margaret University

The good news is you have PTAS, and support for pedagogical development. The bad news is that you then face the challenge of how to demonstrate the value of your project or innovation.

We are all familiar with the impact agenda within the research excellence framework, and the word 'impact' is also used with reference to learning and teaching. But how? How can we measure the value of our inquiry into L&T? How can we demonstrate that our pedagogical innovation and research are worth the effort? How can we show that we have 'enhanced the quality of the student learning environment through discipline-based pedagogical inquiry and research capacity building' (PTAS, 2015)?

In this presentation, I will explore the issues around 'impact' and suggest an alternative conceptualisation of evaluation which might be helpful in demonstrating the value of our pedagogical development work. I will suggest a practical approach to evidencing value, which is appropriate for the social world of learning and teaching, and which helps us to tackle evaluation in a structured, academic fashion.

Keynote 2

The Theory of Critical Creativity as a Vehicle for Transformational Learning and Development

Prof Brendan McCormack, Head of Division of Nursing, Queen Margaret University

In 2000 Denzin and Lincoln suggested that we may be entering an age where there would be greater emphasis on spirituality and humanness in research, development and learning - it seems that 15 years later that vision might be starting to be realised! These issues will be reflected upon in the presentation.

Date: Thursday 4 June 2015

Venue: Godfrey Thomson Hall, Thomson's Land, Moray House School of Education, Holyrood Road

Parallel Sessions (morning)

11.50-12.35

- 1. Third space: evaluating a pilot** Alette Willis, John Harries, Johanna Holtan
Recognising the value of intercultural experiences for student overall learning, the University of Edinburgh is developing new opportunities for travelling, working and studying abroad. The Third Space Pilot has been developed: a set of workshops and activities supporting students before, during and upon return from living abroad. This pioneering endeavour runs for the first time in 2014-2015 and the team wishes to evaluate its impact and identify ways in which the Third Space can be developed into an ongoing, student-led project.
 - 2. Students as Partners : Co-development of a flipped classroom strategy for the BVM&S Curriculum**
Sally Argyle, Caroline Hahn, Eoghan Clarkson, Jessie Paterson, Susan Rhind
As part of our ongoing strategy to continue to develop and employ the "flipped classroom" approach across our curriculum, we use the threshold concepts model to learn from students which are the challenging areas which demand more effort to grasp and once mastered can make a real difference to their subsequent understanding and development within 2 distinct subject areas in the veterinary curriculum. Using this data, we will then specifically engage 2 summer students in the process of generating resources for other students and evaluation of these resources once deployed.
 - 3. A curly arrows app for Chemistry?** Alison Hulme, Peter Kirsop, Stephen Gilmore
Learning to handle "Curly Arrows" to describe reaction mechanisms is a fundamental skill for thinking and practising like a chemist and a crucial Chemistry 1 learning objective. This collaboration between the School of Chemistry and the School of Informatics employed a small group of students to develop an interactive app for use as a teaching tool with a user-friendly, modern interface for use by other students.
-

Parallel Sessions (afternoon)

13.35-14.20

- 4 A Longitudinal Study Investigating Student Perspectives on Generic Research Methods Courses**
Ken Fordyce, Pete Allison and Rory Ewins
Investigating student perspectives on: (1) the relevance of generic research methods training to their own subject discipline; (2) being taught in a blended learning format; and (3) the demands of such courses for students with different linguistic and cultural backgrounds. The aim of this study was to further develop and improve these courses in light of the research findings.
- 5 Investigating innovative environmental analysis teaching methods for undergraduates**
Ola Uduku, Gillian Treacy, Lisa Moffitt, John Brennan
This project investigated whether undergraduate learning can be enriched through the introduction of new learning methods, involving the use of basic environmental analysis software for teaching in Architecture and related fields. This environmental software was introduced via tutorials with interactive student involvement. Its viability as a teaching tool was assessed, using qualitative methods
- 6 Evaluating the long-lasting benefits of integrated assessment and feedback practices on academic skills and performance of undergraduate SBMS students**
Celine Caquineau, Allison Wroe, Ruth Deighton, Kirsty Ireland
The School of Biomedical Sciences aims to enhance the students' learning experience by restoring the balance between summative and formative assessment. Using the newly implemented Year 2 undergraduate course, Biomedical Sciences 2 as paradigm, our study investigates the impacts of new integrated assessment and feedback practices on the development of academic skills core to scientific practice.