Teaching and Learning Continuing Professional Development (CPD) Workshops 2017-18

The workshops are open to all members of staff and PGRs who are considering or are currently involved in teaching and/or the support of learning at the University, and who would like the opportunity to develop greater understanding of their role within the learning environment. 'Assessment and Feedback' and 'Introduction to Teaching and Learning in HE' are the workshops that the PGR Code of Practice identifies as compulsory.

The workshops are interactive, focusing on exploring the inter-relationship between learning and teaching, and have been developed to link together, but also as stand-alone sessions. Please note that workshops places are limited and allocated on a first come, first served basis, and you will be notified of the room number 1 week prior to the workshop taking place. For any queries relating to the CPD workshops please contact Miss Bronte Williams (bronte.williams@surrey.ac.uk)

If you have yet to gain any teaching experience and would like the opportunity to teach a small group on a topic of your choice, and receive feedback on that teaching, then please consider signing up to one of the mini-microteaching workshops. To book onto a workshop please locate your chosen workshop(s) through the following link:
http://tinyurl.com/CPD2018Enrol

Workshop details

COMPULSORY WORKSHOPS

Introduction to Teaching and Learning
Monday 16 October 2017, 1pm - 3pm
Thursday 9th November 2017, 1pm-3pm
Thursday 25th January 2018, 1pm-3pm
Friday 9th February 2018, 1pm-3pm
Wednesday 21st February 2018, 10am-12pm
Tuesday 13th March 2018, 10am-12pm

Participants explore "helpful" and "unhelpful" teaching characteristics and how these may be affected by the current climate in higher education. The workshop identifies physical, socio psychological and cultural factors that may influence the engagement of students in their learning. Participants gain a brief overview of adult learning theory and have the opportunity to apply this by generating a teaching method and assessment for a learning case study.

Assessment and Feedback
Tuesday 17 October 1pm - 3pm
Friday 10th November 2017, 1pm-3pm
Wednesday 24th January 2018, 10am-12pm
Monday 5th February 2018, 1pm-3pm
Tuesday 20th February 2018, 1pm-3pm
Thursday 15th March 2018, 10am-12pm

This workshop considers some of the fundamental aspects of setting appropriate assessment and how feedback affects our relationship with learners. It offers some suggestions to enhance both our assessment practice and provision of feedback. In preparation for the workshop, please bring a copy of some assessment feedback that you have provided a student or, if you have yet to assess student work, please bring along a copy of some feedback that you received as a student, and which you would be willing to share with other people.

Data-led reflection on classroom interaction
Thursday 12 October 2017, 1pm - 3pm
Thursday 22nd February 2018, 10am-12pm

Classroom interaction is crucial in any study of teaching and learning as learning happens when pedagogic goals and classroom talk align (Walsh, 2006). The aims of this workshop are to present tools for reflecting on classroom interaction and illustrate the power of transcripts for providing a deeper perspective on classroom processes. Participants will benefit from this workshop by becoming more aware of the role of classroom talk and interaction in the learning process.

Evaluating Teaching Practice
Wednesday 22 November 10am - 12pm
Thursday 1st February 2018, 1pm-3pm

This workshop provides an overview of what it means to evaluate your teaching practice and some of the methods, and sources of feedback that can be drawn upon to enhance your practice through the identification of areas for development.

Introduction to Concept Mapping
Friday 2 February 2018, 10am - 12pm
Tuesday 20th February 2018, 1pm-3pm

Concept mapping (as developed by Joe Novak) has been shown to be a versatile tool that can be used in any discipline as a study-aid, a revision tool and a research tool. It is a graphic technique that requires the 'mapper' to make links between ideas explicit and so reveal their quality of understanding. The process of mapping is very simple to learn, but takes considerable mental effort to produce excellent maps. It can be used in class or as a 'homework activity' and can also be used to stimulate high level dialogue about a subject. Concept maps can be used to diagnose student misconceptions and/or reveal the variety of perspectives that may be hidden within a cohort of students. The session will take you through the steps of producing a map and then go on to consider applications that you may explore in your teaching.

Introduction to Pedagogic Frailty
Wednesday 7 March 2018, 1pm - 3pm
Thursday 22nd March 2018, 10am-12pm

The pedagogic frailty model has been developed in Surrey as a framework to support teacher development. It considers some of the key components that influence teaching and that in certain circumstances can act to restrict innovative practice. The four key factors are 1) the values that drive teaching 2) the link between teaching the subject and 'doing' the subject 3) the relationship between teaching and research, and 4) the regulations imposed upon teaching. Managing the relationships between these factors are key in avoiding frailty and developing a more resilient perspective on teaching development. Participants will be encouraged to reflect on their teaching and map their own profile to identify areas that might benefit from further reflection on practice. Participants attending this session are recommended to have already attended 'Introduction to Concept Mapping'.

Mini-microteaching
Wednesday 15 November 2017, 10am - 1pm
Tuesday 6th February 2018, 10am-1pm

This workshop is aimed at participants with little or no teaching experience. It offers the opportunity to get some hands on experience of teaching accompanied by some immediate feedback. As a participant of this workshop you will be expected to teach a small group of peers (your fellow microteaching colleagues) for 5 minutes on a topic of your choice that you have prepared in advance. This will be followed by 5 minutes of feedback from peers and the workshop facilitator on the session taught.

Observing and being Observed
Monday 23rd October 2017, 1pm-3pm
Tuesday 21 November 2017, 1pm - 3pm
Wednesday 21st February 2018, 1pm-3pm
Tuesday 20th March 2018, 1pm-3pm

With the roll out of a campus-wide peer observation of teaching scheme, it is important that colleagues are able to gain the maximum benefit from the process of both being observed and observing others in order to support their professional development as a university teacher. This session will be run by a member of the Department of Higher Education, and will explore the processes of observation and feedback. The session leader and participants will share experiences of observation and feedback and discuss ways of maximising the benefits of engagement.

Work based learning solutions
Friday 27 October 10am - 12pm

The workshop focuses on students' learning outside of university when they are in the "world of work" or on placement. Work based learning is different to that experienced at university and can highlight unique issues such as struggling to connect theory and practice, lack of confidence and being unable to identify what and when to learn. A placement experience can also be transformative with the right level of awareness and support.
The workshop is an opportunity to discuss these issues and by focusing on real life issues will enable you to support your students better.

Critical reflection for learning and teaching
Monday 30 October 1pm – 3pm

Drawing from the work of Stephen Brookfield, John Dewey and others, participants will be invited to consider the importance of nurturing a critical stance towards their own teaching practice. Participants will be introduced to Brookfield's four lenses that can be engaged in a process of critical reflection:

(1) the autobiographical, (2) the students' eyes, (3) our colleagues' experiences, and
(4) theoretical literature.

These lenses will then facilitate an exploration of processes of self-reflection, student feedback, peer assessment, and engagement with scholarly literature. Through a combination of short presentations, discussion, individual and group exercises, the participants will identify meaningful strategies for using critical reflection in their teaching for learning. The workshop will be interest to all staff involved in teaching or supporting student learning, particularly those working towards a submission to the HEA for Fellowship, Senior or Principal Fellowship status.

Student engagement in lectures and seminars
Tuesday 7 November 1pm – 3pm

Participants have the opportunity to create their own strategies for engagement involving students before formal teaching begins ("flipped classroom"), in the learning space and once the formal teaching session has ended. The workshop will draw on best practice to give students very practical advice on the importance and skill of keeping students actively engaged with their learning.

Challenges of cross-cultural communication in Higher Education
Thursday 9 November 10am - 12pm

The following workshop aims to question some of our practices and attitudes we have when we interact with people from other cultures. We will explore three main areas of cross-cultural differences which happen to be most problematic in Higher Education: time-perception; distance to the hierarchy; and individualism-collectivism. The workshop will combine theory, practical case-studies and group discussions. It is open to anybody interested or currently working with international people (either on research, or teaching), as well as to international staff working in the UK.

All you wanted to know about pedagogy but were too afraid to ask (open forum)
Tuesday 14 November 1pm - 3pm

In this workshop, participants will be provided with a short introduction on the concepts of pedagogy from the theoretical to the practical. It will also provide space and time for an open forum where participants will have the opportunity to ask any questions or discuss any challenges that they face relating to learning and teaching.

Understanding mental health in higher education
Thursday 16 November 10am – 12pm

The workshop provides a brief overview of the state of student mental health in the UK covering the challenges faced by students and the impact on their mental wellbeing. The session includes case studies giving an overview of the risk factors and protective characteristics, how to manage a student displaying MH issues and how to support that student. Finally the session provides some insight into how to support your own mental wellbeing

Creative and innovative approached to enhancing student engagement in their learning using Lego Serious Play (LSP) and / or playdoh
Tuesday 23 January 1pm – 3pm

This active workshop will briefly showcase some examples of our work with 3D modelling using Lego and Playdoh within various disciplines (including Nursing, Engineering, Veterinary Anatomy) and departments at all levels of study. A hands-on opportunity to explore the possibilities for modelling within your own subject areas and reflect upon the potential for enhancing student learning development and engagement.

Writing for Thinking: Using short writing tasks to enhance students' disciplinary thinking
Tuesday 30 January 1pm – 3pm

'Students should not only learn to write but write to learn' (Bazerman and Russell, 1994, p. xiv). This session will explore how writing can be used for learning, thinking and developing disciplinary expertise. It will specifically focus on how short writing tasks can be used to stimulate students' disciplinary thinking and enhance their engagement with module content. Along with exploring the underlying theory and examples of good practice from the sector, this workshop will offer the attendees an opportunity to design short writing activities for their module/s and think about how such activities can be systematically integrated into module and programme delivery.

FEBRUARY 2018

Introduction to Technology Enhanced Learning (TEL)
Tuesday 6 February 1pm – 3pm

This interactive workshop offers you the chance to explore ways in which technology can enhance learning and teaching. During the session you'll identify a range of learning technologies and examine their use in both face-to-face and online learning contexts. You'll also gain hands-on experience of a selected learning technology and reflect on its educational benefits and application to your own teaching practice. Before the workshop you'll complete a short online activity (10 - 15 minutes) aimed at capturing your initial thoughts about and experience of technology enhanced learning, which will form the basis of discussions at the start of the workshop.

Academic integrity and plagiarism: Exploring perceptions and misconceptions
Wednesday 7 February 10am - 12pm

Explore how perceptions of academic integrity and plagiarism (including referencing) have the potential to affect students' agency as learners. During the workshop you will have the opportunity to investigate your own perceptions of academic integrity and plagiarism, discover how research on the topic can inform our practice, and work with others to generate strategies for addressing the issue.

Engendering academic talk in seminars
Wednesday 7 February 1pm - 3pm

Seminars are a distinctive feature of HE education and are synonymous with discussion and debate. However, research into classroom talk has highlighted the link between quality of talk and depth of understanding. This workshop will present features of academic talk (as opposed to conversation) in the context of empirical research and the HE context. Participants will explore different strategies for promoting and supporting more academic talk in seminar discussions.

Delivering the Perfect Lecture
Thursday 8 February 10am - 12pm

Using evidence from observation of over 400 lectures and framing this against the literature, we will follow the stages of a lecture to consider how we can enhance our practice, drawing on the experience of others. Each participant will be encouraged to critique his or her own approaches and consider aspects that could enable you to deliver the 'perfect' lecture. Drawing on conversations with teachers in a variety of subjects a series of questions will be posed to stimulate reflection on practice, such as what is your plan B and does your physical position create have tunnel vision?

'Escape the Classroom': How to apply Escape Room activities to teaching
Thursday 8 February 1pm - 3pm

Escape Rooms offer immersive problem-solving experiences, and are a popular activity for groups of individuals. Recently, the principles underpinning escape rooms have been developed into innovate pedagogies that engage learners in problem-solving, critical thinking, and real-world learning. This session will introduce participants to the principles underpinning the use of escape room methods in learning and teaching, and participants will have the opportunity to experience the process by participating in an escape room activity in teams. The session will also provide concrete suggestions as to how the principles underpinning escape room activities can be applied to lectures and seminars.

Supporting ESL students in lectures and seminars
Monday 19 February 1pm - 3pm

The University of Surrey has students from over 120 countries. Many of the students in your lecture or seminar may have English as their second language. This means that they may find both the language and norms of practice challenging and unfamiliar. Lecturers also may find it daunting to cater for a diverse group of students. This workshop will first challenge some of the myths of the ESL student, and examine areas of teaching and learning students and lecturers find difficult to manage. We will also consider the benefits of teaching diverse groups of students, and share best practice for ensuring that our lectures and seminars provide both linguistic and other support for ESL students.

Designing and creating online learning materials for your students
Friday 23rd February, 10am-12pm

This hands-on workshop will guide you through the process of designing and creating online learning materials using Panopto to help your students become more actively engaged and independent in their learning. The types of online learning materials you can create to this effect with Panopto include:

- 'Mini' interactive lectures that explain a key concept in advance of more detailed discussion in class

- Short tutorials to show how to use a software application or carry out a lab procedure

- Guidance on how to complete assignments and provide feedback on assignments

Before the workshop, you'll be provided with materials to help you identify a learning challenge and create an outline for an online resource designed to address this. During the workshop you'll gain hands-on experience of Panopto and learn how to produce and publish your online learning resource. You will also consider ways to integrate your resources into your practice and to encourage students to use them actively. We will discuss ways to apply a similar approach to other challenges, such as teaching large cohorts.

Developing Students' Understanding through research-based learning
Tuesday 27 February 1pm - 3pm

Undergraduate research is the pedagogy for the 21st century' (Council on Undergraduate Research and National Conference on Undergraduate Research, 2005). This workshop focuses on research- and inquiry-based learning and the forms they can take at undergraduate level. We will discuss different conceptual frameworks of 'research-based learning' and invite participants to reflect on their undergraduate teaching in relation to these models. We will also explore ways of developing and promoting undergraduate research activity within new and existing modules/programmes.

Methods for increasing student engagement and developing problem solving skills?
Wednesday 28 February 1pm - 3pm

This interactive workshop will explore a range of methods for increasing student engagement and problem-solving skills in large and small group settings. In particular, it will explore case-based learning, peer-to-peer discussion and the use of student response systems, as well as workplace-based models for developing problem-solving skills, such as the one-minute preceptor.

Developing students engagement with feedback: from passive reception to proactive recipience
Thursday 1 March 10am - 12pm

Recent approaches to assessment and feedback in higher education stress the importance of students' involvement in these processes. Rather than a one-way transmission of information from expert to novice, feedback is best represented as a communicative process involving dialogue between teacher and student (Nicol, 2010). Through active engagement with feedback, students have the opportunity to develop skills of self-monitoring (Nicol & Macfarlane-Dick, 2006), such that they become less reliant on external feedback and more reliant on self-regulated learning (Sadler, 1989). If we are to fully understand student engagement with feedback, those barriers that prevent students from acting upon the feedback they receive (e.g. Winstone, Nash, Rowntree & Parker, in press). This session will critically examine the position and role of the student in the assessment feedback process, and will explore the effectiveness of various practices and interventions to develop skills of 'proactive recipience' in students (Winstone, Nash, Parker & Rowntree, 2017), as well as considering the students' own perspectives on the likely efficacy of such interventions (e.g. Parker & Winstone, 2016).

Exploring Teaching Excellence
Monday 5 March 1pm - 3pm

The term 'teaching excellence' is used in a variety of contexts, but what does it mean, and how do we develop our practice towards 'excellence'? This session will use a series of creative activities to enable participants to explore what excellent teaching might look like within the context of their own discipline. The outputs from these activities will be used as the basis for discussion of how individuals can develop, and be recognised for, teaching excellence.

Pedagogic gains from reading lists: Scaffolding or spoon-feeding?
Tuesday 6 March 10am - 12pm

This workshop aims to introduce, and encourage the use of the reading list as a learning and teaching tool by:

- Developing a practical understanding of, and engagement with, online reading lists.
- Examining the potential of the reading lists as a pedagogical tool to promote information and digital literacy.
- Understanding the use of reading lists within the learning environment.

Students will:

- Gain an understanding of the potential pedagogic gains for staff and students using reading lists as a scaffolding tool to encourage deeper learning and progression.
- Develop a practical hands-on knowledge of the reading list system used at the University of Surrey.

Reflect upon how students interact and engage with this learning technology and how this varies with different teaching and learning styles.

An Introduction to Pedagogic Research
Thursday 8 March 10am - 12pm

This workshop will introduce participants to key approaches and common methods within the field of educational and pedagogic research. Through a series of case studies, we will illustrate how to develop theory-driven research questions, design appropriate methods of data collection, seek ethical approval, and collect and analyse data. We will also discuss the 'students as partners' approach to pedagogic research, and provide guidance on publication and dissemination channels.

Students as 'informed' researchers: enhancing engagement with literature searching
Monday 12 March 1pm - 3pm

Based in information literacy research on informed learning (Australia) and the Framework for Information Literacy for Higher Education using threshold concepts (USA), this workshop will examine how consideration of literature searching requirements for assignments can enhance learning and engender student engagement. The workshop will review current frameworks and approaches to informed information seeking behaviours which can be applied to develop these research skills not only in the context of subject but for wider application such as workplace settings. The session will involve a creative learning element as a means of highlighting the processes students undertake when information seeking and the potential challenges encountered.

Elocution and clear speech
Thursday 15 March 1pm – 3pm

This is a workshop on elocution to enhance both your teaching and communication in English, and involves clear speaking. It will give you confidence in public as a second or 3rd language.

Exam or no exam: that is the question?
Friday 16 March 10am – 12pm

Formal written examinations have for many of us been the bain of our lives either as the recipient or as the provider. Formal written closed book examinations have been a major way of assessing student's ability to learn and understand. We all accept this type of assessment as we are conditioned to it but is it the only real option available that really assesses the student's ability to apply the knowledge they have gained? Or are these assessments simply a recall of memory. The answer is no of course to both questions and closed book exams o have a place not we need to understand what the assessment is measuring. In today's wold we tend maintain the "status quo" when it comes to formal closed book examinations!

An assessment should reflect the "real-world" ways in which knowledge and understanding are used. The assessments are amongst the most essential educational tool available to the practitioner that enables them to better understand and identify strengths and weaknesses in the student's learning and monitor their progression with time.

This open discussion workshop is to provide a platform to consider how we can better assess student's learning over the course of their programmes of study without necessarily having to rely on a formal closed book exam. It is a blank canvass and we have an opportunity to paint a picture of what the future may hold around assessment without the need for closed book exams at every stage of their development - A Brave New World awaits!

Using SURJ (Surrey Undergraduate Research Journal) as a resource for helping students communicate subject knowledge
Wednesday 21 March 10am – 12pm

It has been reported in the literature that there is a gap between staff and student expectations around good academic writing (e.g. Lea & Street, 1998; Lillis & Turner, 2001; Hardy & Clughen, 2012). Having a tacit understanding of the conventions of good writing in their discipline, academic staff may not always realise that they have this rhetorical knowledge and may struggle to explain it to their students (Turner, 2011).This workshop has two aims: 1) to help the participants articulate their extensive tacit knowledge of the features of good writing and 2) to explore ways in which the Surrey Undergraduate Research Journal (SURJ) articles can be used to develop student writing in their discipline. In this interactive session, we will introduce SURJ, explore samples of texts taken from the journal to identify key features of good writing and consider ways of explaining those features to students.

Building Resilience: A forum for sharing current research and experiences of student resilience
Thursday 22 March 10am – 12pm

While defining resilience is recognised as complex with recent research highlighting the disparity of interpretations, there is however, a common appreciation of the wide range of contributory factors impacting on students' resilience within the Higher Education sector' (Anthoney, Stead and Turney, 2017).

This session will involve 3 elements: a presentation on our recent research at Surrey, a LEGO® SERIOUS PLAY® activity and a discussion forum whereby participants can share their own experiences and understandings of resilience.

Developing your Pedagogic Research Proposal
Friday 23 March 10am - 12pm

This workshop is aimed at those who have an idea of a project they wish to pursue, and will involve working with members of the Department of Higher Education to shape the idea into a sound proposal and set project milestones.

Designing Effective Multiple Choice Questions (MCQs)
Tuesday 27 March 1pm - 3pm

This workshop considers some of the fundamental aspects of designing effective MCQs. Participants will be supported to identify when it is appropriate to use MCQs, what MCQs can be useful in assessing and how to construct an effective MCQ.

Embracing authentic widening participation learning and teaching practices in HE
Monday 28 March 10am - 12pm

Considerable steps have been taken to promote widening participation and access into HE, yet there is still much work to be done in supporting students from 'non-traditional' backgrounds during their time at university. This workshop seeks to challenge assumptions about 'non-traditional' students by exploring themes such as student identity, inclusivity, diversity and belonging. Through an exploration of these themes it is hoped that a critical dialogue regarding authentic widening participation approaches to learning and teaching can be encouraged.