CELT

Centre for Excellence in Learning and Teaching

Spring term learning and teaching programme

Spring is in the air, a great time for some fresh thinking and renewing practice, so here is CELT's programme of Learning and Teaching workshops, short courses and programmes to inspire and delight.

The workshops programme includes sessions on using digital technologies in seminar and lecture settings; exploring dyslexia; employability across the student lifecycle; as well as established sessions on key topics such as inclusion, personal tutoring and delivering sessions. There is also an Open Education event running in March, which is a great forum to share and develop practice.

There are eight courses running this term including research degree supervision, enhancing learning, teaching and assessment with technology, researching higher education etc. There are units from our Postgraduate Certificate in Learning and Teaching in Higher Education (PGCLTHE) and Masters of Arts in Higher Education (MAHE) programmes, and can be taken for your own personal CPD or used to gain academic credit and professional recognition.

If you are interested in taking a programme of study or gaining HEA fellowship, then use the CPD route planner to identify the opportunities which best fit your role and prior experiences.

You will also find an update about pedagogical research opportunities; including details of the 2018/2019 call for Scholarship of Teaching and Learning (SOTL) grants.

Academic options and Professional Recognition Route Planner

Role and Experience		Teaching & Learning Responsibilities			Appropriate CELT offer
In a supporting Teaching and Learning role e.g. GTA, Research Assistants, Student Experience Tutor, Sessional Staff/ALS, Library staff, Technicians etc.		Responsibility for delivering some teaching and/or supporting learning Sessional Staff/Associate Lecturers teaching fewer than 4 hours per week			Learning and Teaching Workshop Programme Professional Recognition: **Associate Fellowship of the HEA** (via MMU PSF panels for professional recognition, TALENT unit or FLEX 15)
New to teaching in HE. (Academic contracts)	0-3 years	4 hours or more of teaching per week inc. planning delivering and assessing units.			**LTA@MMU** workshop to find out about your CPD options and the resources available to you at MMU
		Sessional Staff/Associate Lecturers teaching more than 4 hours per week			**PGC Learning and Teaching in HE (PGCLTHE)**: successful completion leads to a **Teaching Qualification in HE** and professional recognition: **Fellowship of the HEA**
New to teaching at MMU or **Experienced member of MMU staff** (Academic contracts)	More than 3 years	Responsibility for planning, delivering and assessing units	**New to MMU?**		**LTA@MMU** workshop to find out about CPD options and the resources available to you at MMU
			Option 1:		**PGC Learning and Teaching in HE (PGCLTHE)**: successful completion leads to a **Teaching Qualification in HE** and professional recognition: **Fellowship of the HEA**
			Option 2:		**Express PGCLTHE** (APEL up to 30 credits then complete 30 credits) successful completion leads to a **Teaching Qualification in HE** and professional recognition: **Fellowship of the HEA**
			Option 3:		**Core options of the PGCLTHE** incorporates professional recognition: **Fellowship of the HEA**
			Option 4:		Application via **MMU's PSF Panels** for Professional Recognition: awards **Fellowship of the HEA**
			Option 5:		**FLEX 30 Unit** recognition of the personal CPD in subject and pedagogy leads to **Fellowship of the HEA**
Experienced member of the staff	More than 3 years	Responsibility for leadership in teaching e.g. programme leaders etc.			Application via MMU's PSF Panels for Professional Recognition: awards **Senior or Principal Fellowship of the HEA**

Workshops

The CELT website lists the full programme of workshops available this academic year. You will also be able to search for sessions via role or topic at

www.celt.mmu.ac.uk/cpd/events.php

Did you know that a combination of several of these workshops could gain you FLEX recognition?

See Page 18 for details.

LTA@MMU

Wed 10th Jan, 10:00-11:30, AS105

Are you new to MMU? If so, this session is for you! It will explore key resources, people, support, and CPD opportunities essential to you and learning, teaching and assessment at MMU.

New Introduction to Programme Leadership

Wed 10th Jan, 13:00-15:00, AS105

This session outlines the role and responsibilities of programme leaders, highlighting useful resources and providing opportunities for questions and answers.

New Effective Group Work Using Digital Technology

Mon 15th Jan, 10:00-12:00, AS105

This session explores a number of flexible, collaborative learning strategies involving freely available and user-friendly software options appropriate for group work activities in seminar and workshop environments.

Co-developed and delivered by Learning and Research Technologies and CELT

Observing Teaching

Wed 17th Jan, 09:30-11:30, FW G-33, Crewe

Observing Teaching provides a practical opportunity to observe some teaching and provide feedback, and for constructive and reflective discussions to develop further your techniques.

Writing a Unit

Thurs 18th Jan, 10:00-11:00, AS105

Writing a Unit provides an opportunity to draft a unit (or review an existing unit) and engage in peer review

New Working with ISS Feedback

Thurs 18th Jan, 13:00-15:00, AS105

This session provides a supportive environment to reflect critically on ISS feedback to identify good practice and formulate action points for CMI.

Introduction to MMU's PSF Scheme

Fri 19th Jan, 12:30-14:00, AS105

This workshop is for staff interested in applying for HEA Fellowship via the PSF who would like some more information.

Interactive Lectures Using Technology

Mon 22nd Jan, 10:00-12:00, AS105

Introduces a number of freely available and user-friendly software options to increase student interactivity and promote active learning in lectures. Options explored will include polling systems, MMU video options, text wall etc.

Co-developed and delivered by Learning and Research Technologies and CELT

Techniques for Delivering Sessions

Wed 24th Jan, 10:00-12:00, AS105

Techniques for Delivering Sessions practically explore three techniques you can use when delivering taught sessions
1. Presence – owning the room, managing the environment with verbal and non-verbal techniques
2. Personalisation –techniques to engage and motivate students
3. Participation – incorporating interactive elements into sessions

LTA@MMU

Tues 30th Jan, 13:00-14:30, AS105

Are you new to MMU? If so, this session is for you! It will explore key resources, people, support, and CPD opportunities essential to you and learning, teaching and assessment at MMU.

Difficult Conversations (Personal Tutoring)

Wed 31st Jan, 14:00-15:00, GM 306

This session uses the BATHE coaching model to explore the conduct of difficult conversations in personal tutoring. The session is primarily for staff in departments of Faculty of Arts and Humanities.

3Ps - Planning, Preparation and Purpose

Tues 6th Feb, 10:00-16:00, JD E423

3Ps introduces session planning, inclusive practice, learning levels and writing learning outcomes. There is also opportunity to explore creative ways to deliver teaching and evaluate that learning has happened.

Observing Teaching

Thurs 8th Feb, 14:00-16:00, AS105

Observing Teaching provides a practical opportunity to observe some teaching, provide feedback, and for constructive and reflective discussions to develop further your techniques.

Effective Referrals

Mon 12th Feb, 10:00-11:30, AS105

Highlights the wealth of students facing services available at Manchester Met and techniques appropriate for making effective referrals.

Difficult Conversations (Personal Tutoring)

Wed 14th Feb, 14:00-15:00, GM 226

This session uses the BATHE coaching model to explore the conduct of difficult conversations in personal tutoring. The session is primarily for staff in departments of Faculty of Arts and Humanities.

Embedding Reasonable Adjustments in the Curriculum (ERAC)

Wed 14th Feb, 13:00-14:00, AS105

This workshop outlines expectations of inclusive practice principles that need to be applied to academic practice.

Co-developed and delivered by The Learning Development & Disability Service and CELT.

Unit Leadership

Thurs 15th Feb, 11:00-12:00, AS105

Unit Leadership outlines the role and responsibilities of unit leaders, highlighting useful resources and providing opportunities for questions and answers.

Difficult Conversations (Personal Tutoring)

Fri 23rd Feb, 14:00-15:00, GM 223

This session uses the BATHE coaching model to explore the conduct of difficult conversations in personal tutoring. The session is primarily for staff in departments of Faculty of Arts and Humanities.

New Researching your Teaching

Mon 26th Feb, 10:00-12:00, AS105

This workshop shares techniques and approaches to research teaching. There will also be an opportunity to look at the 2018/2019 call for Scholarship of Teaching and Learning (SOTL) grants.

Inclusive Teaching

Tues 27th Feb, 10:00-12:00, AS105

Explores practical techniques to plan for and facilitate an inclusive environment for all learners.

New Employability across the Student Lifecycle

Wed 28th Feb, 10:00-12:00, AS105

Maps external and internal data sources to the student lifecycle highlighting how this information can inform developments to programmes, units and personal tutoring conversations.

Co-developed and delivered by the Careers & Employability Service and CELT.

New Moderation Practices

Thurs 1st Mar, 11:00-12:00, AS105

Moderation Practices shares resources, processes and exemplars to support effective moderation practice

Reflective Writing

Fri 2nd Mar, 10:00-12:00, AS105

Are you completing TALENT, FLEX, PSF application, PGC LTHE, or do you just want some extra information related to writing reflectively? This workshop is for you!

New Open Education Event

Mon 5th March, full day, SB G05

During Open Education Week (5-9 March 2018), why not come along to a day dedicated to open education. Together we will explore how you can create diverse and stimulating learning opportunities for you and your students through open educational resources, educational practices and open textbooks that have the power to motivate and inspire, to connect and learn. You can register for one or both of the workshops.

Coaching for personal tutoring

Thurs 8th Mar, 10:00-12:00, AS105

This workshop explores how to use coaching approaches in personal tutoring and some useful techniques for managing difficult conversations with students.

Writing Retreat

Fri 9th Mar, 10:00-14:00, AS105

Writing Retreat provides dedicated time and space away from your desk so that you can concentrate on writing such things as
- PSF application
- PGLTHE assignment
- TALENT submission
- SOTL grant application
- Article for Learning Teaching in Action etc.

Support and mentorship is available and you can attend the full event or drop in for part of the session.

Exploring Specific Learning Difficulties (SpLDs)

Wed 14th Mar, 10:00-12:00, AS105

Exploring Specific Learning Difficulties (SpLDs) explores the characteristics of SpLDs such as the dyslexia and the impact they can have on student learning.

Co-developed and delivered by The Learning Development & Disability Service and CELT.

Introduction to Assessment, Marking and Feedback

Thurs 15th Mar, 10:00-12:00, AS105

Are you new (or relatively new) to marking and assessment? Do you want to know more about marking practices and standardisation at MMU? Then the introduction to assessment workshop is the ideal CPD option for you. This practical session includes an opportunity to do some marking, work as a member of a marking team and to write developmental feedback. There will be opportunities to share your experiences and learn from other members of the group.

Delivering Practical Sessions

Mon 26th Mar, 10:00-13:00, AS105

This session shares techniques and provides some creative space to consider different ways to support student learning in practical sessions. This workshop will be of particular interest to technical professionals.

Associate Fellowship application by lunchtime

Details TBC

This workshop will help you familiarise yourself with the UK Professional Standards Framework, the requirements for Associate Fellow of the HEA and give you time and space to complete an Associate Fellow application within a collegial atmosphere, supported by colleagues from CELT. A set of activities and resources will help you reflect on your practice, share with peers and complete your application.

Short Courses

The short courses running this term are also units on the PGCLTHE and the Masters of Arts in Higher Education (MAHE), so you have the choice to informally join any unit for your own development, without doing the assignment, or register, do the assignment to earn academic credits and in some instances professional recognition.

Introduction to Learning, Teaching and Assessment (ILTA)

Introduction to Learning, Teaching and Assessment introduces and applies core skills and techniques to teaching situations, set within a broader context of how students learn in Higher Education. Relevant theories will be applied to the context of the participants' roles, rather than as abstract theories. Participants will consider the teaching process from both the teacher's and the learners' perspectives, so that they can consider the most appropriate techniques and approaches to use with their own students.

- Teachers undertaking this unit will be able to articulate informed and scholarly explanations for why you teach in the way you do. The unit provides an opportunity to reflect upon and develop your teaching
- Sessions are very practical and go over each stage of planning, teaching and assessment encouraging critical thought about teaching
- Includes methods for inclusive practice and engaging students in group work, lectures and learning in general

Mode of study: F2F (supported via Moodle)

Number of sessions: 5 (3 hour sessions)

Prior knowledge/experience required: minimum of 4 hours teaching per week, must include session planning, teaching and assessing students. Suitable for new teachers, or those wanting a 'refresher' unit in HE teaching. If you are unsure whether you meet these requirements, please contact the unit leader.

Developing Academic and Professional Practice (DAPP)

Developing Academic and Professional Practice focuses on the application of the theories and skills of effective teaching and learning to the context of the participant's academic practice. The unit requires the student to engage with critical reflection in the context of observations of practice (teaching and assessment), an assessment event and unit themes.
NB this unit builds on information from the Introduction to Learning and Teaching unit (ILTA). It is very strongly recommended that you complete ILTA before taking DAPP.

- Space for collegiate discussion and consideration of practice
- A focus on the work of educational theorists and how to apply these in practice
- Consideration of the wider aspects of academic practice such as UKPSF and the HE landscape

Mode of study: F2F

Number of sessions: 5 (3 hours per session)

Prior knowledge/experience required: Must have completed ILTA. Minimum of 4 hours teaching per week, must include session planning, teaching and assessing students. Suitable for new teachers, or those wanting a 'refresher' unit in HE teaching. If you are unsure whether you meet these requirements, please contact the unit leader.

Research Degree Supervision and Examination

This unit covers the role of the research student supervisor and the examiner, the regulations governing research degrees at MMU and the research student experience, contextualised in the relevant literature. It is strongly recommended to participants who are either already supervising research degree students or who are new to supervision.

- Gain a better understanding of doctoral supervision at MMU
- Consideration of good practice in doctoral supervision
- Completion of this unit features as a consideration when doctoral teams are being considered

Mode of study: F2F

Number of sessions: 5

Prior knowledge/experience required: None. Usually staff taking this unit would have a doctorate.

FLEX

FLEX is a practice-driven and practice-based CPD scheme for new and experienced professionals who teach or support learning in HE, and based on self-selected activities:

1.Take part in CPD that relates to your role (completed inside or outside MMU)
2.Capture your activities in a digital portfolio
3.Reflect on your learning and write a narrative about your experience and how it will impact on your practice
4.Submit your portfolio and evaluative narrative for academic credit (on the PgCert LTHE) or for HEA Associate (FLEX15 PSF) or Fellow status (FLEX30 PSF)

FLEX can combine CPD in your discipline or professional area or of more generic nature linked to learning and teaching. Any CPD activity you undertake (formally, like a workshop, an open course, a tweetchat, a webinar or a peer observation, or informally, like studying learning and teaching resources) can be included.

You can also gain HEA Fellowship via FLEX through the FLEX 15/30 [PSF] Unit. This is the recommended route to achieve Associate Fellow or Fellow for colleagues with more than 3 years HE Teaching or supporting learning experience. This is a focussed route for those for whom it may not be a priority to gain an academic teaching qualification via the PGCert.
Please check out the FLEX opportunities section for some suggestions.

Mode of study: online with F2F support

Number of sessions: varies

Type of session: monthly drop-ins and one to one tutorials as required

Prior knowledge/experience required: Teaching or student support experience.

Teaching and Learning Essentials for New Teachers (TALENT)

TALENT is a 15-credit masters-level unit that provides opportunities to plan, deliver and observe teaching in a developmental environment with peer, and tutor support. Successful completion of the unit leads to professional recognition through the UK Professional Standards Framework (UKPSF) at D1.

TALENT is for new teachers and colleagues involved in supporting learning, including:
• Associate Lecturers and Graduate Teaching Assistants who are new to teaching and teach fewer than 4 hours per week.
• Postgraduate researchers who can take the unit before they start to teach or for professional development.
• HE professional and technical service staff who have a role that includes the planning and delivery of teaching;
• Business leaders and professionals who wish to develop an HE teaching role.

Mode of study: F2F

Number of sessions: 3 (+1 optional)

Prior knowledge/experience required: none

Enhancing Learning, Teaching and Assessment with Technology (ELTAT)

This unit will encourage participants to adopt constructive alignment as a design framework for developing holistic learning teaching and assessment strategies supported by appropriate technology. Participants will explore the issues that exist or emerge in planning, developing and delivering courses using technology, and will consider factors affecting the success and effectiveness of such courses from both the lecturer and student perspective.

- Look at your role and identify where technology can enhance and add value
- Produce a tangible set of plans to enhance your current practice and develop new practices that incorporate technology into delivery
- A very practical unit - a lot of formative work done in class to support the assignment
- Teaches you about the use of technology available within the institutional core + technology platform in the context of your own teaching practice

Mode of study: F2F (3 hour sessions)

Number of sessions: 11 (3 hours per session)

Prior knowledge/experience required: Only a basic understanding of MS Word/ Moodle so you can be taught the tools within these systems. Suitable for anyone who is involved in a unit (not necessarily in its delivery) - you will be required to review a unit as part of the assessment.

Researching Higher Education

This unit uses problem- and enquiry-based learning approaches to prepare participants to carry out their own research projects in academic practice.

- Build your confidence and capability to plan and implement a research project
- Gain an understanding of the research process with people in the same position
- Safe learning environment for those new to research - helps to calm nerves over starting a large research project

Mode of study: F2F

Number of sessions: 6 (3 hour sessions)

Type of session: workshop

Prior knowledge/experience required: sufficient experience of working in HE - suitable for anyone planning a dissertation or research project in HE

Scholarship and Practice

Participants will approach the scholarship and practice of learning and teaching, as well as other academically related dimensions of higher education provision, through a consideration of scholarly practice. They will negotiate a project which draws on these concepts to engage with a chosen area of practice of relevance to their discipline context and their own professional development.

- Execute a project in the field of scholarship in learning and teaching
- Very flexible project, based on your own academic practice
- Gain insight into how you might improve your practice
- One to one tutorials in person or via email

Mode of study: F2F/online/blend

Number of sessions: 1 introductory session plus optional tutorials

Type of session: tutorial

Prior knowledge/experience required: none, suitable for anyone who wants to investigate an aspect of their academic practice

CELT supports the Scholarship of Teaching and Learning (SOTL) in several ways.

Learning and Teaching in Action Journal

Learning and Teaching in Action (LTiA) is our in house journal for promoting pedagogic research. The journal provides a forum for colleagues at the university to:
- Report on research and other scholarly work relating to learning and teaching
- Disseminate good practice in learning and teaching
- Debate and comment on current issues relating to learning and teaching in the HE Sector
- Receive feedback and crystallise thoughts on work in progress in preparation for conference presentations or publication elsewhere

The journal accepts articles in a range of formats including research papers, practice papers, conference reports and work in progress. We also encourage submission of abstracts and articles based on work completed by participants on the Post Graduate Certificate in Learning and Teaching in HE and Masters in HE run by CELT.

www.celt.mmu.ac.uk/ltia/

Scholarship of Teaching and Learning

The SOTL research grants support and encourage scholarly work that aims to improve the quality of students' learning. Projects may, for example, examine and evaluate new teaching techniques. Anyone with an establishment teaching role at Manchester Met is eligible to apply, as an individual or as a group.
The SOTL application process opens in Spring each year and applications are judged by a panel and evaluated against the quality of the proposal contained within the sections of application form. Details about current and former projects are available on the CELT website:

www.celt.mmu.ac.uk/sotl/

Moderation of dissertations and project reports: an alternative approach

Wednesday 24th January 2018, 13:00-15:00, Room BS 4.06a

Moderation practice often results in a lengthy resource intensive process with vague clarity over its effectiveness in assuring the reliability of marks. At the University of Nottingham an assessment framework has been constructed. The framework, using a process perspective integrates quality assurance and evidence-based practice throughout the assessment life-cycle. This study focusses on post-marking moderation in particular. Theoretical aspects from the literature have been applied and trialled.

The chosen context in which these ideas were applied and trialled was in the marking of projects in the School of Computer Science at the University of Nottingham. The trial consisted of:

• 	a smaller pool of moderators
• 	four judges per project
• 	time spent: a combination of in-depth marking and speedier judgements
• 	arithmetic resolution to combine all judgements and identify conflicts

The seminar will provide both details of the process and also the evaluation of the pilot. The initial trial showed efficiency gains, increased confidence in the marks, and reduction of conflicts.

Dr Ender Özcan is an assistant professor of Operational Research and Computer Science with the Automated Scheduling, Optimisation and Planning (ASAP) research group in the School of Computer Science at the University of Nottingham. Dr Özcan is currently the level 3 and level 4 undergraduate project coordinator for the School.

Dr Carmen Tomas (SFHEA) is the Assessment Adviser for the University of Nottingham. She works on the Teaching Transformation Programme leading on the area of assessment.

Workshop 2-3pm
The seminar will be followed by a short workshop discussing whether or how to implement such a scheme in your own context, and whether it could work within the Manchester Metropolitan University Institutional Code of Practice on Assessment.

Calendar

Open start date	online	**FLEX 15 [Creativity for Learning]**
Open start date	online	**FLEX 30 [Creativity for Learning]**
Wed 10th Jan	10:00-11:30	**LTA@MMU**
Wed 10th Jan	13:00-15:00	**Introduction to Programme Leadership**
Thurs 11th Jan	09:30-12:30	**Enhancing Learning, Teaching and Assessment with Technology (ELTAT)** Start Date
Mon 15th Jan	10:00-12:00	**Effective Group Work using Digital technology**
Tues 16th Jan	09:00-12:00	**Developing Academic and Professional Practice (DAPP)** Start Date
Tues 16th Jan	13:00-16:00	**Researching Higher Education** Start Date
Wed 17th Jan	16:00-19:00	**Developing Academic and Professional Practice (DAPP)** Start Date
Thurs 18th Jan	10:00-11:00	**Writing a Unit**
Thurs 18th Jan	13:00-15:00	**Working with ISS feedback**
Fri 19th Jan	09:00-12:00	**Developing Academic and Professional Practice (DAPP)** Start Date
Fri 19th Jan	12:30-14:00	**Introduction to MMU's PSF Scheme**
Mon 22nd Jan	10:00-12:00	**Interactive lectures using technology**
Mon 22nd Jan	13:00-16:00	**Introduction to Learning, Teaching and Assessment (ILTA)** Start Date
Tues 23rd Jan	13:00-15:00	**Scholarship and practice** Start Date
Wed 24th Jan	10:00-12:00	**Techniques for Delivering Sessions**
Tues 30th Jan	13:00-14:30	**LTA@MMU**
Tues 6th Feb	10:00-16:00	**3Ps - Planning, Preparation and Purpose**
Tues 6th Feb	10:00-16:00	**Teaching and Learning Essentials for New Teachers (TALENT)** Start Date
Thurs 8th Feb	14:00-16:00	**Observing Teaching**
Mon 12th Feb	10:00-11:30	**Effective Referrals**

Calendar

Wed 14th Feb	13:00-14:00	**Embedding Reasonable Adjustments in the Curriculum (ERAC)**
Thurs 15th Feb	11:00-12:00	**Unit Leadership**
Thurs 15th Feb	13:00-16:00	**Research Degree Supervision and Examination** Start Date
Mon 26th Feb	10:00-12:00	**Researching your Teaching**
Tues 27th Feb	10:00-12:00	**Inclusive Teaching**
Wed 28th Feb	10:00-12:00	**Employability across the Student Lifecycle**
Thurs 1st Mar	11:00-12:00	**Moderation Practices**
Fri 2nd Mar	10:00-12:00	**Reflective Writing**
Mon 5th Mar	full day	**Open Education Event**
Thurs 8th Mar	10:00-12:00	**Coaching for personal tutoring**
Fri 9th Mar	10:00-14:00	**Writing Retreat**
Wed 14th Mar	10:00-12:00	**Exploring Specific Learning Difficulties (SpLDs)**
Thurs 15th Mar	10:00-12:00	**Introduction to Assessment, Marking and Feedback**
Mon 26th Mar	10:00-13:00	**Delivering Practical Sessions**

General Information

How do I book a space on a workshop?

It's free to book a place on any of our workshops.
To reserve a place visit www.celt.mmu.ac.uk/developing_staff
and click Short Courses and Workshops.

How do I enrol on to an accredited unit?

If you would like more information about any of our accredited units visit the CELT website or contact celtcpd@mmu.ac.uk.

Visit us (Where is CELT?)

The CELT Office is on the first floor of the All Saints Building, All Saints Campus.
To find us, come in through the All Saints main entrance and come up the stairs straight ahead of you and turn right, or take the lift to the first floor.

Keep in touch

For general enquiries phone: +44 (0)161 247 3474

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