Welcome

About Teaching and Learning Support

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- Facilitating small group teaching and learning
- Teaching for student engagement
- Promoting research informed teaching
- Supporting assessment, learning and teaching (SALT)
- Designing and delivering interdisciplinary modules: Plymouth Plus and beyond

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Welcome to the 2016/17 edition of the Teaching and Learning Support Workshop Programme.

We hope you take the opportunity to participate in some of the workshops we have to offer. The workshops are focused on needs identified for academic development across the university. You should consider the workshops as part of your continuing professional development and evidence you can take forward to Professional Development Review (PDR) meetings. The workshops are free of charge. We hope you take the opportunity to participate in our variety of workshops not only to develop professionally, but to connect with colleagues across the University.

ABOUT TEACHING AND LEARNING SUPPORT

Teaching and Learning Support (TLS) aims to impact positively on the student experience through offering staff support and resources to develop their practice.

TLS provides this through:

- Support, advice and guidance to assist the development of best practice in teaching, learning and assessment
- The Teaching and Learning handbook (A-Z of teaching and learning information)
- A comprehensive set of resources
- Accredited programmes (PGCAP, ITL and TDF)
- Pedagogic Research (PedRIO)
- Conferences, events, workshops and bespoke sessions
- Knowledge exchange, networking and fora
- Sustainability education
Exam Feedback

Exams are one of the most widely used assessment methods within our degree programmes, and at some point undergraduates will engage with exams – be it the traditional time limited format or through models such as open book or ‘24-hour real time’ arrangements.

Regardless of the format, students are often required to demonstrate a breath of knowledge and skills in their exams, on which at Plymouth many students have traditionally received limited feedback. Nationally there have been considerable advancements in the practice of providing feedback on exams to ensure that students gain insights into their performance.

In this session we will draw on the outcomes of a PedRIO funded project (Sellick et al., 2016) to consider current practice around exam feedback and reflect on how we can enhance our feedback practices around exams based assessment to benefit student learning.

Facilitators: Rebecca Turner & Jane Collings

Applicability: Academic teaching staff

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For more information, and to book a place please visit: [https://www.plymouth.ac.uk/whats-on/exam-feedback](https://www.plymouth.ac.uk/whats-on/exam-feedback)
**Faster, Smarter Student Feedback**

Feedback has an integral role to play in student learning; it helps students to identify what they are doing well and also areas for improvement to shape their future learning.

At Plymouth we are constantly seeking innovative ways to enhance our practices of proving students with feedback on their assessed work. However feedback should not be perceived as restricted to assessed work, we are constantly providing feedback to our students through a range of different mechanisms.

In this session we will revisit some of the founding principles of effective feedback and consider mechanisms through which we can provide feedback to students that extends throughout the whole curriculum. We will discuss how to prepare students to use feedback to enhance their future performance and develop feedback literacy. We will draw on recently published good practice to identify ways we can give feedback that is ‘faster and smarter’ and help ensure our feedback is provided in a prompt and timely fashion.

**Facilitators:** Rebecca Turner & Jane Collings

**Applicability:** Academic teaching staff

**Course dates & times:**

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For more information, and to book a place please visit: [https://www.plymouth.ac.uk/whats-on/faster-smarter-student-feedback](https://www.plymouth.ac.uk/whats-on/faster-smarter-student-feedback)
**PEDAGOGIC APPROACHES**

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**The Two Hour Interactive Teaching Session**

Since 2015 teaching at Plymouth has been delivered in 2-4 hourly blocks wherever possible (CEP Guidelines, 2014).

The challenge for academic staff is to ensure effective student engagement and promote deep learning within these scheduled teaching blocks.

This workshop will look at ways of structuring a two hour session that will impart knowledge, promote learning and use a range of interactive teaching techniques, including short knowledge input, problem-based learning, group work and flipping the classroom.

**Facilitator:** Pollyanna Magne

**Applicability:** Academic teaching staff

**Course dates & times:**

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For more information, and to book a place please visit:

https://www.plymouth.ac.uk/whats-on/the-two-hour-interactive-teaching-session

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**Problem-based Learning: discuss, consider, and possibly deliver**

Problem-based learning is a specific pedagogical technique in which problem scenarios are used to increase knowledge and understanding of an issue.

The process of doing so is clearly defined with students working individually and collaboratively over time to gather and process new knowledge and present possible solutions.

This workshop introduces PBL and related, sometimes less formal, techniques; it creates a space for discussing possibilities for PBL and its hybrids in different disciplinary contexts.

**Facilitator:** Priska Schoenborn

**Applicability:** Academic teaching staff and support staff

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For more information, and to book a place please visit:

https://www.plymouth.ac.uk/whats-on/problem-based-learning-workshop
Facilitating Small Group Teaching and Learning

We will introduce you to a range of strategies for engaging learners in small groups and thus, provide some practical ideas to implement in your own practice. Come prepared to participate in small group activities and to reflect on their effectiveness from a learner as well as from a facilitator’s perspective.

Facilitator: Priska Schoenborn

Applicability: Teaching staff that are keen to make their classroom teaching more interactive through small group learning, be that during group sessions or smaller classroom-based gatherings.

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For more information, and to book a place please visit:
https://www.plymouth.ac.uk/whats-on/facilitating-small-group-teaching-and-learning

Teaching for Student Engagement

Student engagement is critical to effectively learning, retention and satisfaction. But how do we encourage and develop student engagement through our teaching - especially in students who appear resistant, ambivalent or don’t even attend classes? There are a number of tried and tested ways to do this. Some work better than others in different situations, some work well as complements to traditional lectures while some work well alone, and some work well together while others don’t.

In this session we will talk about what we mean by student engagement, and why it is so important. Then we will discuss the benefits, concerns and logistics of approaches such as ‘flipped’ classrooms, dialogic feedback, peer-review, group work and seminars/tutorials/labs.

We will also look at which combinations work well, and which are best avoided. Finally, we will talk about the bottom line of any efforts to increase student engagement - the two key elements that will make or break any attempt.

Facilitator: David Morrison

Applicability: Academic teaching staff

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For more information, and to book a place please visit:
https://www.plymouth.ac.uk/whats-on/teaching-for-student-engagement
Promoting Research Informed Teaching

Developing links between research and teaching is a top priority here at Plymouth and an important national teaching agenda.

This workshop encourages academics and practitioners to explore the intersects between research evidence and teaching practice in their own work to identify how research informed curricula can be developed. This may be through using the outputs of research to strengthen academic work or by getting students to use research methods in investigation or to participate in research both small and large scale.

We will examine and critique case studies from other institutions and examine the utility of problem and enquiry-based learning techniques.

Facilitator: Jennie Winter

Applicability: This workshop is aimed at lecturers who wish to develop research informed teaching opportunities in their current practice.

Course dates & times: 21 February 2017 14:00 – 16:00

For more information, and to book a place please visit: https://www.plymouth.ac.uk/whats-on/promoting-research-informed-teaching
Supporting Assessment, Learning and Teaching (SALT)

The SALT workshop aims to help you develop practical skills in supporting learning and teaching and giving feedback to students.

By the end of this workshop you will be able to:

- Describe a range of methods that engage students in active learning
- Articulate how to support the needs of a range of students through inclusive practice
- Rehearse your teaching skills in a small group setting
- Interpret a marking rubric
- Give effective feedback

Facilitator: Pollyanna Magne

Applicability: For beginners- mainly PhD students who hope to teach.

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For more information, and to book a place please visit: https://www.plymouth.ac.uk/whats-on/supporting-assessment-learning-and-teaching-salt
Designing and Delivering Interdisciplinary Modules: Plymouth Plus and Beyond

The first guiding principle Plymouth Plus is that modules be interdisciplinary. But while this is increasingly called for in proposals, policy, and professional practice in fields from Acting to Zoology (Thompson-Klein 2010), it asks students and staff alike to step outside of our comfort zones.

What does ‘interdisciplinary teaching and learning’ even mean? ‘Interdisciplinarity’ is an increasingly common part of undergraduate curricula, but, in fact, there is no agreed definition or way of implementing it (Huutoniemi et al. 2010).

For example, does interdisciplinary T&L mean giving a student access to content from several fields, or teaching them to work with students from several fields? Is one more important; can/should we do both? In either case, what is the actual value of interdisciplinarity? WHY should we want to develop it in students, and if so how (e.g. what are ‘good’ interdisciplinary ILOs, how do we design interdisciplinary assessment?)

In this workshop we will review best practice for developing interdisciplinarity in the undergraduate curricula. The session is headed by Dr David Morrison, drawing on his recent doctoral thesis on the subject.

David will present a clear and supported model of what interdisciplinary T&L means, and what it needs to be effective. This will be done in the context of Plymouth Plus, and will review our evaluation of the 2015-16 Plymouth Plus offerings. The core of the workshop, however, will be hands-on guided practice and discussion on designing effective Plymouth Plus modules (looking towards 2017-18). Emphasis will be on ideas that are interesting, but also useful, to students; locating collaborators; interdisciplinary ILOs; realistic goals for the intensive format; how Plymouth Plus fits with professional accreditations; and the role of student choice.

**Facilitator:** David Morrison

**Applicability:** All teaching staff who are tasked with or interested in interdisciplinary teaching, or who are responsible for a Plymouth plus module. Also, anyone looking at interdisciplinarity as a programme or school lead.

**Course dates & times:**

7 October 2016 10:00 – 12:00

For more information, and to book your place please visit: [https://www.plymouth.ac.uk/whats-on/designing-and-delivering-interdisciplinary-modules-plymouth-plus-and-beyond](https://www.plymouth.ac.uk/whats-on/designing-and-delivering-interdisciplinary-modules-plymouth-plus-and-beyond)
Enhancing graduate employability series

The series provides an opportunity for staff with mutual responsibilities to come together at regular intervals in a process to interrogate their employability provision, share issues and ideas, and develop action plans to enhance employability in their area.

The series will culminate in participants sharing their plans and the story of their development at the VC’s Teaching and Learning Conference 2017.

Session 1- Introducing Graduate Employability

This session will enable introductions to be made. In addition to being introduced to each other, participants will be familiarised with some key concepts in employability as a starting point for sharing views and understandings. Participants will then be introduced to the various ways in which employability practice can be interrogated. Participants will be tasked with conducting an audit of employability to bring to session 2.

Session 2- Examining Employability Practice

This session will allow participants to share the findings of their employability audits. What did they discover about their strengths and weaknesses? Success stories and good ideas will be showcased. Participants will be encouraged to discuss their audits in a spirit of mutual problem solving. The session will conclude with participants being tasked with drafting an employability action plan to bring to session 3.

Session 3- Developing Plans to Enhance Employability

In this session participants will share their draft action plans, receive peer feedback, and polish their plans. Participants will be encouraged to plan a contribution to the VC’s Teaching and Learning Conference 2017 and they will be offered individual follow-up support on employability pedagogies and implementation.

Session 4- VC’s Teaching and Learning Conference

The Enhancing Graduate Employability Series will conclude with a workshop offered at the VC’s Teaching and Learning Conference. This will provide participants the opportunity to share their action plans, the stories behind their development, and what they intend to do next. This will also provide a forum to share ideas from audience and widen the network of employability practitioners.

Facilitator: Sharon Gedye

Applicability: Academic staff with a programme/school responsibility for employability or who have an interest in employability.
Navigating Employability Using the Plymouth Compass

This workshop introduces the new graduate attribute framework the Plymouth Compass.

The workshop will help participants explore how the Compass maps to modules or programmes and prompt discussion of how the Compass can be used to enhance student engagement through making learning relevant. Participants will get the opportunity to develop learning outcomes in relation to the Compass that enable students to better make connections to their own employability.

The workshop will also raise awareness of the range of settings in which students can develop their ‘Compass’ attributes through the co-curriculum.

Connections will be made to pedagogies that best help to develop these attributes in the classroom.

Facilitators: Sharon Gedye & Lynne Wyness

Applicability: Academic teaching staff

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For more information, and to book a place please visit:
https://www.plymouth.ac.uk/whats-on/navigating-employability-using-the-plymouth-compass
Facilitating Inclusive Teaching and Learning (including responding to DSA reductions)

This workshop is facilitated by Educational Development in collaboration with Disability Assist.

The aim of this workshop is to ensure staff are able to support students with additional needs in teaching sessions, laboratories, and fieldwork after the reduction of the DSA for non-medical support in the academic year 2016.

Academic staff will need to be able to design a curriculum, plan teaching, personal tutoring, learning and assessment which are accessible to all students. The workshop will help colleagues prepare.

Facilitators: Jane Collings & Priska Schoenborn

Applicability: Academic teaching and support staff

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For more information, and to book a place please visit: https://www.plymouth.ac.uk/whats-on/facilitating-inclusive-teaching-and-learning

Intercultural Education and Internationalisation

This workshop will broadly outline the changing landscape of the internationalisation agenda. It will ask participants to consider the relevance of cross-cultural competencies and global citizenship in relation to their disciplines. Participants will identify how their curriculum provides an intercultural education for both the less-well travelled and the globe trotters amongst their student cohorts.

You will be invited to share your experiences and ideas that may help to develop the international and intercultural elements of your programmes and your pedagogic approach.

Facilitator: Pollyanna Magne

Applicability: This workshop is aimed at module leads and programme leads who are developing ideas and activities to enhance the international curriculum

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For more information, and to book your place please visit: https://www.plymouth.ac.uk/whats-on/intercultural-education-and-internationalisation
Writing 3* papers in pedagogic research

This session will provide participants with an opportunity to explore the structure of academic papers, and analyse academic writing; identify appropriate dissemination outlets for educational/ pedagogic research; and gain understanding of the grading process for the Research Evaluation Framework (REF).

During the workshop you will explore what it means to produce a ‘three star’ paper, and consider – in the context of your own research project – how you could enhance the quality of your publications.

The workshop will also offer some tips for choosing journals and assessing their quality; and engage participants in a discussion of strategies for coping with differing reviewer feedback.

Facilitators: Debby Cotton & Rebecca Turner

Applicability: Primarily aimed at staff who are researching higher education pedagogy. Intended for staff who are interested in contributing to the REF (Research Excellence Framework) either through the Education Unit of Assessment or through another discipline.

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For more information, and to book a place please visit: https://www.plymouth.ac.uk/whats-on/writing-3-papers-in-pedagogic-research
Planning for Impact of Your Pedagogic Research

This session will allow participants the opportunity to consider what research impact means, particularly in the context of the Research Excellence Framework (REF).

Research impact is becoming increasingly important. This workshop will consider issues including: understanding impact; tracking and monitoring impact; and increasing opportunities for impact. The session will be run as a collaboration between members of PedRIO and Research and Innovation.

Facilitators: Debby Cotton & Rebecca Turner

Applicability: Primarily aimed at staff who are researching higher education pedagogy. Intended for staff who are interested in contributing to the REF (Research Excellence Framework) either through the Education Unit of Assessment or through another discipline.

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For more information, and to book a place please visit: https://www.plymouth.ac.uk/whats-on/planning-for-impact-of-your-pedagogic-research
Pedagogic Research and Teaching Innovation (PRTI) Funding Scheme

**Part 1: Information**
In this first PRTI workshop, we will introduce you to the aims of our internal Pedagogic Research and Teaching Innovation funding scheme, highlight the areas of research that we are particularly interested in funding, share the practical details of the research process, and cover the basics of how to put a good bid together. It will also give you an opportunity to meet colleagues from other disciplines and develop collaborative cross-disciplinary research links.

**Part 2: Advice and Feedback**
In this second PRTI workshop, we invite you to bring along and share your draft research proposals in an informal collegiate setting, giving you an opportunity to receive feedback from both peers and the PRTI funding coordinator, Dr. Lynne Wyness. There will be opportunity to ask questions and to develop your funding proposal further.

**Facilitator:** Lynne Wyness

**Applicability:** Staff interested in conducting higher education pedagogic research

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For more information, and to book a place please visit: https://www.plymouth.ac.uk/whats-on/pedagogic-research-and-teaching-innovation-prti-funding-scheme
**Personal Tutoring**

The aim of this workshop is for participants to feel more comfortable in handling problems presented by their tutees.

The workshop will focus on areas known to help with providing pastoral support: applying active listening techniques; discussing the common problems presented to personal tutors and looking at the procedural aspects of handling these; and recognising the key features of the management of student problems (such as referral and boundaries).

The workshop will be co-delivered by Educational Development, Counselling and DAS.

**Facilitator:** Oli Webb

**Applicability:** Personal Tutors

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For more information, and to book a place please visit: [https://www.plymouth.ac.uk/whats-on/personal-tutoring](https://www.plymouth.ac.uk/whats-on/personal-tutoring)

**Senior Personal Tutors Forum**

The content will vary by session and be circulated to the target audience in advance.

**Facilitator:** Oli Webb

**Applicability:** Senior Personal Tutors

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For more information, and to book a place please visit: [https://www.plymouth.ac.uk/whats-on/senior-personal-tutors-forum](https://www.plymouth.ac.uk/whats-on/senior-personal-tutors-forum)
UKPSF & TDF Guidance

There will be a brief introduction to the UKPSF and the application process followed by a writing workshop where you will start drafting your application.

Facilitators: Priska Schoenborn and/or Oli Webb

Applicability: Plymouth University staff who what to learn more about building a case for HEA accreditation via the Teaching Development CPD Framework

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For more information, and to book a place please visit: https://www.plymouth.ac.uk/whats-on/ukpsf-tdf-guidance-workshop
UKPSF & PGCAP Writing Café

These two-hour writing workshops are designed to give you dedicated time, space, and support to advance your writing and to work alongside your peers. The Writing Cafés will be facilitated by members of the Educational and Learning Development team.

Facilitator: Members of the Educational and Learning Development team

Applicability: Plymouth University staff enrolled on the Postgraduate Certificate in Academic Practice (PGCAP) who are working on their UKPSF applications and/or associated assignments, and for staff who are aiming to gain HEA fellowship through our Teaching Development Framework route.

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For more information, and to book a place please visit: https://www.plymouth.ac.uk/whats-on/ukpsf-pgcap-writing-cafe
National Teaching Fellowship (NTFS) Workshops

The National Teaching Fellowship Scheme (NTFS) is co-ordinated by the Higher Education Academy and up to 55 awards are made each year to recognise individual excellence and raise the profile of learning and teaching in universities.

The title of National Teaching Fellow is awarded to individuals who excel in their practice of learning and teaching and who can demonstrate significant, innovative, and transformational impact on students and colleagues across the university and beyond. Three applicants can be put forward by each Higher Education Institution.

This workshop will help you prepare for an application, inform you of the University selection process and provide the opportunity to discuss the NTFS criteria with colleagues, including an existing National Teaching Fellow.

Facilitator: Priska Schoenborn

Applicability: Plymouth University staff who would like to learn more about the scheme, and are interested in applying for a National Teaching Fellowship either this year or in the future.

Course dates & times:

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<tr>
<td>9 February 2017</td>
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<td>25 April 2017</td>
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For more information, and to book a place please visit: [https://www.plymouth.ac.uk/whats-on/national-teaching-fellowships-ntfs-workshops](https://www.plymouth.ac.uk/whats-on/national-teaching-fellowships-ntfs-workshops)
Associate Lecturers Training

Associate Lecturers provide valuable contributions to the education of students at Plymouth University, however, because many of them only teach occasionally they can sometimes miss out on important developments in teaching and learning.

This two hour workshop provides Associate Lecturers with an overview of recent updates and developments related to teaching and learning at Plymouth University and provides space for exploring how they can embed these changes into their own practice.

Facilitator: Jennie Winter

Applicability: Associate Lecturers

Course dates & times:

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<tr>
<td>4 October 2016</td>
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<td>21 February 2017</td>
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For more information, and to book a place please visit: https://www.plymouth.ac.uk/whats-on/associate-lecturers-training
**Leading Programme Teams through Periodic Review**

This panel and round table discussion will enable programme leads to engage with peers and a panel of experts who support the periodic review process.

Participants in the session will:
- Identify the purpose of periodic review
- Discuss common agendas
- Explore the features of supporting a team through a successful periodic review process and discuss how they manage the outcomes

**Facilitator:** Pollyanna Magne

**Applicability:** Plymouth University staff going through periodic review within their department.

**Course dates & times:**

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For more information, and to book a place please visit: [https://www.plymouth.ac.uk/whats-on/leading-programme-teams-through-periodic-review](https://www.plymouth.ac.uk/whats-on/leading-programme-teams-through-periodic-review)

**Leading a Successful Programme Approval**

This workshop is designed to provide programme leads with the opportunity to interrogate the Programme Approval process, and how they can usefully employ this mechanism to update and develop a dynamic curriculum.

**Facilitator:** Pollyanna Magne

**Applicability:** Programme Leads

**Course dates & times:**

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For more information, and to book a place please visit: [https://www.plymouth.ac.uk/whats-on/leading-a-successful-programme-approval](https://www.plymouth.ac.uk/whats-on/leading-a-successful-programme-approval)
Innovation in Pedagogy Café

The Centre for Sustainable Futures will host in 2016-17 a series of sustainability education workshops that will provide colleagues, and any interested students, with the creative opportunity to consider innovative teaching and learning practice drawing from both internal and national/international presenters. These café styled events will provide participants contact with new resources and a supportive and dialogic learning space.

8 September 2016: Visiting the energy from waste plant in Devonport
Educational outcomes related to sustainability increasingly include a range of competencies and attributes that are best developed through experiential and active learning opportunities. Using the city as a potential space for learning is one approach that can help us at Plymouth to meet this important educational challenge for our students. In this experiential café, Paul Warwick, the Centre for Sustainable Futures Lead, will briefly provide an introduction to recent research into place-based learning before participants will have the opportunity to consider this approach through visiting the energy from waste plant in Devonport. Jane Ford, the Community Liaison Manager at the plant, will demonstrate how they use this site for Sustainability Education through the themes of waste and energy production.

12 October 2016 and 8 February 2017: Introduction to sustainability education
Plymouth University is an internationally leading institution with regard to sustainability. This workshop will introduce participants to the field of sustainability education and the University’s leading strategy in this area. It will provide practical support and access to a range of resources that will help teaching staff to critically and creatively consider how they might best integrate sustainability education into their own practice.

7 December 2016: Games and simulation for sustainable learning
This will be an immersive opportunity to discover more about Sustainability Education through the use of simulations and games as an active and participatory teaching and learning approach. Participants will be given an experience of a series of interactive games that are currently being developed by Janet Richardson and Jane Grose, as part of a European-funded nursing education research project, to help students explore their professional and global citizenship links. This café will also introduce an Earth Summit Simulation exercise developed here at Plymouth to engage students from a range of academic disciplines with the United Nations Sustainable Development Goals. Both approaches seek to develop a broad range of competencies and attributes in students, as outline in the Plymouth Graduate Compass.

22 February 2017: Learning for global citizenship
This interactive workshop will provide participants with practical ideas of how students can be engaged with notions of Global Citizenship as a key aspect of Sustainability Education. It draws from innovative teaching and learning approaches within a series of Global Education modules led by Roger Cutting in the Institute of Education and from action research conducted by Paul Warwick in the publication of the book Global Learning and Education.
12 April 2017: Introducing systems thinking in teaching and learning
It’s obvious that we live in a highly connected world – also that many contemporary problems at local through to global level are complex and tricky, particularly those related to sustainability issues. The dominant way of thinking about issues is through analysis and looking at detail. But often, it’s important to look at the context of problems and appreciate relationships involved, if we are to understand and address issues competently. This is where Systems Thinking comes in – a holistic way of seeing and a set of tools that can help students cope more effectively in their personal lives. This participative workshop will introduce some key systems thinking ideas and concepts, and we will play with some methods that can be employed with students from any discipline. Systems Thinking is identified as one of the key skills in the new Plymouth Compass, and this workshop will give participants a fuller picture of what this can mean in practice.

7 June 2017: Sustainability and internationalisation – intercultural communication
This interactive workshop draws from the expertise of Ricky Lowes from the Plymouth Business School to practically explore how we can support students to develop intercultural communication. Using a range of activities and exercises participants will be given experience of approaches as well as information on key areas of consideration for their own professional development in this important area of Global Citizenship and Sustainable Development.

Facilitator: Paul Warwick

Applicability: Staff and students interested in sustainability education

Course dates & times:

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For more information, and to book a place please visit:
https://www.plymouth.ac.uk/whats-on/innovation-in-pedagogy-cafe
Sustainability Education Research Seminar Series

International Perspectives on Education for Sustainable Development in Business and Economics – China and the UK (16 November 2016)

Sustainability is a global strategic priority which requires shared understanding across different political and cultural contexts. Higher education (HE) is often considered to play an essential role in responding to sustainability issues, owing to its contribution to developing leaders of the future. All disciplines have the potential to contribute to an enhanced understanding and response to sustainability, but the Business and Economics disciplines have been identified as key for advancing sustainability practices - alongside increases in scientific understanding.

In China, rapid economic development has led to significant environmental problems, which will require a concerted effort to resolve, and may entail a delicate balancing of the environmental and development imperatives. In addition, there is evidence of strengthening relations between the UK and China – illustrated by the recent presidential visit to the UK by Xi Jinping and joint investments in nuclear industry. The increasing Chinese international student population who come to the UK to study Business and Economics suggests that greater understanding of how sustainability is embedded into HE would be of interest to scholars in both locations.

This research project explores sustainability in the context of Business and Economics disciplines in Chinese and UK universities. Data collection in China was carried out in October-November 2015, and involved interviews and focus groups with Business and Economics lecturers in three high profile institutions in China (the UK data collection will take place later in 2016). Interviews explored perceptions of sustainability held by Chinese lecturers, as well as content and pedagogy used to teach sustainable development.

The data are currently being analysed, but provisional findings indicate:

- The ubiquity of western theories and models of development in economics teaching, despite the limitations of such approaches in both the Chinese and UK context
- Tensions around access to data, ‘sustainability truths’ and relevance
- The teaching of controversial issues

This paper reports on these provisional findings and discusses their possible implications for teaching sustainability themes in Business and Economics to the international Chinese student.

Facilitators: Jennie Winter & Debby Cotton
Collaborative Learning – Lessons Learned from ‘The Sea and Me’ Project (11 January 2017)

‘The Sea and Me’ was an interdisciplinary, collaborative, and experiential learning project for BA Photography and Marine Science/Conservation students.

The pilot project, completed in summer 2016, comprised a series of learning experiences for students working in cross-disciplinary pairs, where they explored their perspectives on human-nature interactions, reflected on their relationships with the marine environment, and responded using photographs and scientific text for a final public exhibition. The intention of the project was to encourage students from both disciplines to learn novel perspectives in examining their sense of place and values related to the marine environment and to learn new ways to communicate these through a combination of text and photographic images.

This research seminar will present a model for how science/art disciplines can work together productively in a teaching context, and share the project team’s experiences of working with students in an interdisciplinary context, revealing some of the joys and the challenges.

Facilitator: Lynne Wyness

Leading Innovation in Sustainability Education through a Co-operative Inquiry (28 March 2017)

This seminar will present key findings from implementing and evaluating a method of co-operative Inquiry to embed Education for Sustainable Development (ESD) across all programmes offered by the Plymouth Institute of Education (PloE).

PloE has an established core of excellence in the field of ESD, but, whilst there is evident good practice in embedding ESD within certain PloE programmes, we face the challenge of extending this across the Institute. Therefore, this project aimed to use a co-operative inquiry (Heron and Reason 2001) approach to try and facilitate ESD being included in all PloE programmes.

This seminar outlines the key elements of how the co-operative inquiry was developed and shares some of the trials and tribulations as well as successful outcomes in the hope that it will prove useful for other colleagues seeking to advance Sustainability Education within their own academic departments and faculties.

Facilitator: Paul Warwick

Applicability: Plymouth University staff who are interested in sustainability education research across the University.

Course dates & times:

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For more information, and to book your place please visit: https://www.plymouth.ac.uk/whats-on/sustainability-education-research-seminar-series
Teaching and Learning website:
www.plymouth.ac.uk/teach-learn

PedRIO website:
www.plymouth.ac.uk/pedrio

Teaching and Learning Support (TLS)
1st Floor, 3 Endsleigh Place
Plymouth University
Plymouth, PL4 8AA

Email: teachandlearn@plymouth.ac.uk
Phone: +44 (0)1752 584 529 / 587 608