Professional development to transform the student learning experience.

Dr Nigel Russell  PFHEA
Professional Development Manager for Learning and Teaching.
Overview.

1. Graduate attributes
2. The challenge presented by modular education and the support of learners from culturally-diverse backgrounds
3. A framework to help the programme developer
4. Some questions to help rethink the programme
5. Conclusion
1. Graduate attributes from UK research-intensive universities.
Our degree programmes go well beyond the subject.

Graduate attributes are the

“qualities that prepare graduates as agents of social good in an unknown future.”

2. The challenge.

Danger that academic programmes can focus solely on the discipline of study with attributes falling outside the requirements of the programme leaving it to the student to develop and grow the skills themselves to be able to work in a culturally-diverse, inter- and trans-disciplinary world.
Exacerbated through modules.

Modules have led to a discipline of study focus for both learners and their teachers.

The programme may be forgotten.

May lead to over-assessment.
Let’s get back to the Programme.

Move away from “my module/unit” approach to teaching where often the broader skills (*the graduate attributes*) have been lost...

...to a joined-up approach to assessment and the design of teaching to support learners.
Break down silos & build connections.

Help learners to make connections with the skills and knowledge it is hoped (and we say in our graduate attributes statements) they will develop across the programme.
3. A framework to help the programme developer.

Adapted from Hilary Lindsay (2016), originally designed to help professional accountants think about their development as more than “going on a course”.

Framework for continuing professional development.

Adapted by Russell after Lindsay (2016)
Holistic view of a programme.

Lindsay’s framework can be refocussed to take a holistic view of the programme.

Whilst learners and their teachers often see the programme as the taught ‘course’ component, there is so much more that learners gain from their studies as exemplified in Lindsay’s framework.
Supporting learner diversity.

Learners follow a defined set of modules that focus on discipline knowledge, for credits.

Teaching may be in the form of lectures, seminars, laboratory classes, tutorials, workshops developing specialist skills and/or research projects.

Our commitment to our learners doesn’t end here.
Supporting learner diversity.

A key aspect of learning in any discipline is working with others and learning from each other.

- How can we help students from different cultural background to work together?
- Can we use learning-culture diversity to support learning in our teaching?
Supporting learner diversity.

As the programme progresses learners are increasingly engaged in activities that develop professional skills:

- Communication
- Critical thinking
- Creativity
- Problem solving...
Supporting learner diversity.

Whether it is in the seminar, laboratory, group project or individual essay learners can be encouraged to think about:

- what they have done,
- why they have done it,
- what it means, and
- what they could do differently in future.

Can be most effective to ask students to reflect on assignment feedback before they are given their marks.
The programme through its formal and informal teaching and learning opportunities helps learners develop competence in their disciplines of study.

Learning relating to developing competence.
Learning relating to developing adaptability.

Learners are encouraged beyond the formal curriculum:

• to **engage** with their learning, having *control* over what they do outside timetabled hours
Learning relating to developing adaptability.

Learners are encouraged beyond the formal curriculum:

- to explore opportunities and possibilities to enhance their learning experiences using their curiosity and the joy of learning.
Learning relating to developing adaptability.

Learners are encouraged beyond the formal curriculum:

- to **experiment** with new and different ways to enhance their learning experiences, showing their *commitment* to learning
Learning relating to developing adaptability.

Learners are encouraged beyond the formal curriculum:

- to develop a **positive attitude** to the future, taking *concern* to seek opportunities that will enhance career prospects
Learning relating to developing adaptability.

Learners are encouraged beyond the formal curriculum:

- to develop their **self-belief** in their ability to achieve and grow in confidence
Framework for **programme** development.
4. Rethinking the programme?

Start with a blank sheet of paper

- What will a graduate look like?
- What skills/attributes will they have?
Rethinking the programme?

• What are the learning outcomes for the programme (what do you want your learners to know/do)?
• How will you know if a learner has achieved them, and to what extent?
• What can you do to help your learners achieve the learning outcomes?
• How can you help your learners to develop outside the classroom?
Rethinking your programme?

• How will you structure and scaffold the learning as the learners progress through the programme?

• How will you monitor the effectiveness of your teaching?

Effectiveness = \frac{\text{Achieved}}{\text{Desired}}
Haven’t I seen this before?

Many of the questions we should ask in designing a new programme are those we would consider for a new module, or even a teaching session.

The principles are the same:

“Constructive Alignment”

Lindsay’s Framework has been adapted for programme leaders, and all who teach or support learning, to help take an holistic approach to programme design such that graduate attributes which go beyond the discipline of study are inherent to the programme, developing a graduate’s skills for life-long learning in their chosen discipline and beyond; and in doing so, supporting our learners from diverse backgrounds to learn together.
A poem:

Education and Development
by Asif Andalib

Everyone should know
Education is the key
To development
CERTIFICATE OF PARTICIPATION

This is to certify that

Nigel Russell

The University of Sheffield International Faculty, CITY College, Greece

participated in the LIF2018 conference on

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LIF2018 Conference Organizers

Assoc. Prof. Dr. Cem Can

Dr. Paschalia Patsala

Dr. Zoia Tatsioka

CemCan

Patsala

Zoi Tatsioka
Professional development to transform the student learning experience.

Email: n.russell@sheffield.ac.uk

Dr Nigel Russell PFHEA
Professional Development Manager for Learning and Teaching.