

Minutes of the School Meeting held on 10 April 2019

1. HOS update – Tamas Dalmay

Welcome

- Tamas welcomed David Monk. David joined us on 1 April 2019 and is based in the Biomedical Research Centre (BMRC).

Academic Tutorial Scholarship (ATS) positions

- There are 2 permanent ATS positions, and 1 temporary ATS position, as follows:
 - 1.0 FT permanent ATS Biomedicine position
 - 0.5 FTE permanent ATS Biology position
 - 0.8 FTE temporary (2.5 years) ATS Biology position

Applications are now closed. We received 36 biomedicine and 37 biology applications. Interviews will be on 29 April (Biology) and 1 May (Biomedicine). Interviews will be in the afternoons. Please put these dates in your dairies to attend the presentations in the mornings, if you are available.

Internal appointments

- Congratulations to Tony Blake who is the new Director of Engagement.
- Congratulations, too, to Maria Vardakou who is now the 2nd Deputy Director of Admissions. Maria will temporarily become Acting Director of Admissions to cover maternity leave, returning to 2nd Deputy Director of Admissions afterwards.

E3 Bid

The Research England Enhancing Research Excellence in England (E3 Bid) for Evolutionary Biology will potentially fund 7 new posts in the School. Decisions will be made by the end of April.

Good News

UK Research and Innovation (UKRI) gave UEA a lot of money. Some of it will be coming to the Faculty and this will need to be spent by end of July. We have put in a 1-page bid, with the Bio-imaging suite ranked as number one on our list. The Faculty will make a ranked list. The PVC will make the final decisions.

Update from Head of School: the SCI Faculty has ranked The BIO imaging suite bid number one.

Transforming Education Awards (TES)

This year's TES Awards are on 13 May. We have the following 5 shortlisted nominations:

- Mark Coleman (Advocate for Students Award)
- Helen James (Most Inspiring Teaching Award)

- Grant Wheeler (Advisor of the Year Award)
- Kay Yeoman (Advisor of the Year Award)
- The School of Biological Sciences (School of the Year Award). Staff could also vote for this category (but voting is now closed).

Further information about the awards and nomination categories can be found here:

<https://www.uea.su/education/teas/>

2. GCRF funding opportunities – Ane Sesma, RIN

[See attached slides](#)

Ane Sesma is the International Research Funding Manager.

The UK government is investing in Official Development Assistance (ODA) research. See slides for full details. GCRF and Newton funds are budgeted with 2.5 billion pounds over 5 years. However, to put this in perspective, the UK government is investing 14 billion pounds in ODA. If these programmes are successful, it is likely there will be big potential for this funding to increase.

There is an ODA research workshop on Monday 15 April, 10am, REG 3.15 to assist people who wish to start building partnerships with developing countries and potential proposals for GCRF/Newton funding.

Ane prepares a fortnightly bulletin with all the updates of international funding. There is also a bulletin for European funding. Please email a.sesma@uea.ac.uk if you would like to be included in the mailing list.

See slides for internal and external funding opportunities.

GCRF funding calls have tight deadlines. Ane plans to launch meetings that will provide a platform for interested academics from across the university to connect, find common ground and develop potential research grants.

Some projects are more complicated than others. The administrative process needs to be more streamlined to prevent projects being delayed.

If you have any questions, please let Ane know.

3. Blended Learning and Gamification – Tony Blake

[See attached slides](#)

Tony Blake has been lecturing full time since September 2019. Since then he has been module organiser for Molecules, Genes and Cells as well as helping out quite a lot with Microbiology and Science Communication: predominantly covering work for Kay Yeoman whilst she has been concentrating on higher-level workloads.

Tony explained how he is using Blended Learning and Gamification on his Blackboard site to engage students. See slides for full details.

Blended learning combines face-to-face instruction with online learning. Students then have the opportunity to learn away from us at their own pace in their own time. This helps them engage with their course studies and feeds into the work we do when teaching them face-to-face.

Gamification uses game related tricks to encourage students to return, such as reaching different levels and collecting achievements (e.g. badges/awards).

There are ways of monitoring engagement. Students like it.

Tony attend Dr Ian Turner's Gamification course from the University of Derby. Ian has been giving badges to students who have achieved 100% in online tests and a colleague of his has been giving a special sew on badge (for their lab coat) to any student that achieved 100% in all tests. Tony currently gives out Cloning Completionist's pin badges but may extend this further to giving out different colour badges for different levels of achievements (e.g. 80%, 100%) or if they complete a task within a prompt timescale.

Please contact Tony if you would like to do this and need advice, or if you have any ideas of things that you think would be good for him to include.

There will be a Gamification - Practice and Pedagogy workshop on 15 May 2019 with several speakers sharing their best practices. Please contact Tony or Charlie Williams, Learning Technologist ITCS, if you would like to attend this or need any advice.

80 out of 240 students had achieved a badge for getting everything done by December 2018. Since then another 3 or 4 have got badges; students are going back to do the work, or redo the quizzes, to get higher scores in order to get the badges. Students have even asked him for a badge and he has told them to get the marks, and they do. Some students have even asked if there will be a badge for this semester as well. Most students have at least a few of the badges. Some do the quizzes as soon as they are uploaded. These are unofficial formative assessments that do not go through the LTS Hub.

It is taking away some of the reading time from within teaching time, such as reading practical lab manuals before a session, but it shouldn't be too much of a time drain on the student's own time.

Blackboard can be set up to tell you how many people have downloaded something and how many have watched it, but at the minute it is not possible to see who has watched it or if anyone has watched the same thing more than once. Tony would like to find a way of seeing more specific data.

It would be interesting to find out who is turning up at lectures/lab sessions to compare attendance of those who collect badges against those who do not collect badges.

It is difficult to compare engagement from one academic year to the next when looking at completely different cohorts of first year students. It would be unfair to have a control group who did not have access to this as part of their cohort.

Students are being rewarded in small increments throughout the year.

It would be interesting to compare male versus female engagement in this type of learning.

4. New Colleagues' Teaching

Due to time constraints we were unable to discuss how best to incorporate new colleagues' teaching load into our curriculum.

There are at least two models:

- 1) All or most new colleagues will develop their own modules around their expertise/interest
- 2) New modules are not created and new colleagues join existing modules' teaching team

One suggestion was for a bit of both of the above models. Another was to consider time critical tasks as a School, such as the imminent REF, so we could think of it in terms of answering our REF needs, or in terms of answering to our TEF needs which might be slightly longer term. Final suggestion was to cover this under the appraisal process.

5. Any Other Business

- Tamas wished everyone a Happy Easter.