

LTC13D079

Title: *Feedback on Learning and Teaching Day, May 2014*
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Issue

To report on the Learning and Teaching Day May 8th 2014

Recommendation

To endorse a further L&T day to be held on May 7th 2015.

Resource Implications

There are no significant resource implications at this stage.

Risk Implications

There will be an opportunity to use the L&T Day to help embed the L&T Strategy and a low risk involved in staging the event.

Equality and Diversity

The event provides an excellent platform for promoting E&D and for actively promoting the involvement of a wide range of staff.

Timing of decisions

It is hoped that a programme for the 2015 event will be submitted to LTC in early 2015.

Further Information

Geoff Hinchliffe (CSED) is the contact.

Background

The survey was conducted amongst L&T Day participants within 2 weeks of the event.

Discussion

A total of 180 persons attended the event – the highest so far. Main points to emerge were as follows:

1. The use of a Steering Group to formulate the policy, direction and shape of the day was successful as it combined a range of interests and expertise.
2. The involvement of partner colleges on the day helped to establish the regional presence of the event and the importance of L&T for the university.
3. The response by the speakers and presenters was very positive and in all cases thought had been given to the presentation/talk/workshop.
4. The overall response from participants was very positive, although as usual with an event of this sort, comments were varied – for example, most – but not everyone – liked the first keynote on academic judgement.
5. Some thought needs to be given by the Steering Group to the format of the day – some sessions were possibly too ‘bitty’. Others were possibly a little too ‘niche’ for such a wide audience. This could imply less presentations and more stringent criteria for deciding which to include.
6. A balance between pedagogical ideas and practical recommendations seemed to work well and that combination should be preserved for the future. For the 2015 event some consideration could be given to holding at least one keynote addressing the changing HE context in the UK and the implications of this for teaching.
7. For 2015 the Steering Group might consider how to involve a greater range of academic staff from across all faculties (although it should be stressed that all faculties did have some representation).

Attachments

A report of the survey plus detailed comments.