Contents

List of figures and tables ix
Acknowledgements xii
How to use this book xiii
List of abbreviations xv
Foreword xvii
Series editor’s preface xix

Introduction: Inspiration, innovation and excellence
Tim Bilham 1

Part 1 Crossing boundaries

Crossing boundaries: disciplines
1 The liquidity of knowledge: learning across disciplinary divides 11
   Heather Barnett
2 Mixed cultures: microbiology, art and literature 21
   Joanna Verran
3 Blending approaches to teaching in art and design:
   case studies from glass and ceramics 29
   Kevin Petrie
4 New learning ecosystems: blurring boundaries, changing minds 36
   Helen Keegan

Crossing boundaries: transitions
5 Learning to love learning 43
   Peter Ovens
6 Crossing the boundaries of academic writing 49
   James Elander and Lin Norton
7 Beyond competence: enabling and inspiring healthcare students 54
   Faith Hill
8 ‘Disability matters’: the role of personal tutors for Inclusive teaching and learning 60
   Suanne Gibson
Part 2  Learning differently

Learning differently: approaches to teaching
9 Designs on learning: the role of cross-university collaborative undergraduate research symposia 69
  Kirsten Hardie in association with Annie Grove-White
10 Innovative approaches to learning design: harnessing new technologies for learning 76
  Gráinne Conole
11 Scaffolding problem-based learning 84
  Derek Raine
12 Developing subject-specific knowledge, digital creativity and soft skills: a games-based approach to teaching and learning 89
  Rachel McCrindle

Learning differently: teaching difficult topics
13 Teaching with assessment, feedback and feed-forward: using ‘preflights’ to assist student achievement 97
  Brian Whalley
14 Ongoing challenges in cross-disciplinary teaching: a case study from statistics 103
  Paul Hewson
15 Demystifying statistics: bring your imprimatur … to the laughter 109
  Andy Field
16 Performing critical thinking? 114
  Stella Jones-Devitt

Learning differently: assessment
17 Best practice in assessment and feedback: neglected issues 120
  Peter Hartley
18 Assessment strategies for developmental and experiential learning: successes and challenges 127
  Anita Peleg
19 Developing and assessing professional competence: using technology in learning design 135
  Luke Dawson in association with Ben Mason

Learning differently: international issues
20 Building curriculum internationalisation from the bottom up 142
  David Killick
21 New horizons and old challenges for distance learning: bridging the access gap in African universities 149
   Basiro Davey
22 Kinds of international: internationalisation through engagement with one another 156
   Jane Spiro

Part 3 Engaging students

Engaging students: in the process of learning and discovery
23 Doing, being and becoming: an occupational perspective on enabling learning 167
   Rayya Ghul
24 Learning together through student-lecturer collaborative enquiry 174
   Will Curtis
25 Creating space for student autonomy and engagement through partnership and letting go 180
   Colin Bryson
26 The student-professional 185
   Laura Ritchie

Engaging students: its wider influence
27 Wanted! Agents of change: enabling students to make change happen in their professional world 191
   Duncan Reavey
28 Authentic partnerships: inspiring professional identity and ownership in students 198
   Ruth Matheson
29 Learning from the real 204
   Mary Hartog and Philip Frame in association with Chris Rigby and Doirean Wilson
30 Looking at the mirror in the suitcase: encouraging students to reflect on their professional learning journey 212
   Anna Lise Gordon

Part 4 Employability: moving on

31 SOARing to success: employability development from the inside-out 221
   Arti Kumar
viii  Contents

32  Telling tales: the use of story to enhance employability 228
    Beverly Leeds

33  Authentic assessment and employability: a synergy? 234
    Jane Thomas

34  Getting ready for action: student engagement in an
    employability project 240
    Jamie Thompson in association with Laura Bullerwell, Catherine
    Foster, Russell Jackson and Nichola Larkin (students)

35  English language learning for international employability 247
    Angela Goddard in association with Alastair Henry

36  Engaging with and owning the enterprise agenda 254
    Pauline Kneale

Conclusion: Sustaining excellence 262
    Tim Bilham

References 264
Endnotes 284
Index 289
Introduction: inspiration, innovation and excellence

Tim Bilham (NTF 2007)

I was a first-year student of mathematics attending one of my first university lectures. I was keen to learn, committed to the subject and I think reasonably bright. The lecture was on mathematical analysis, a subject I enjoyed. At that time mathematics lecturers were prone to saying, ‘and it follows trivially …’ in the middle of proving some theorem. At this point the professor stopped in mid-sentence (he was writing on a blackboard, of course) and left the room. Ten minutes later he reappeared, continuing writing exactly where he left off, with the comment, ‘Yes, it follows trivially that …’. It was far from trivially obvious to me and probably to many of my peers. I believe I learnt nothing.

Another student memory was a Saturday morning series of lectures (how times have changed!); the professor asked us to read his book before attending. I was impressed, as I had not met anyone before who had written a book. Perhaps unusually, I did read it – after all, it was quite short – and I understood it relatively well. So I attended the first lecture expecting great supplementary insights only to experience the professor reading his book verbatim. At one point he turned to an overhead projector slide, and I imagined something new, only to find that the image was a reproduction of a
page of data from his book. Very few students attended the remainder of the lecture series.

I remember thinking at the time that there must be a better way of teaching and learning. I occasionally reflect whether those wretched learning experiences, and others, were responsible for me losing my enthusiasm for my first discipline and shaping my subsequent career.

Many years later, in May 2012, an idea was born.

It was the Annual Symposium of the Association of National Teaching Fellows (ANTF) and we had just experienced a series of extraordinary Pecha Kucha\(^1\) sessions from colleague National Teaching Fellows (NTFs)\(^2\) who were presenting an aspect of their teaching practice. It was an inspirational session. The symposium programme was abandoned, and by the end of the day the title and broad framework of ‘For the Love of Learning’ had emerged.

By the time we gathered a year later for the 2013 symposium the book was substantially complete; a call for contributions had resulted in well over one hundred submissions from NTFs, including written forms of some of those original Pecha Kuchas. There were many sparkling pieces; it is regretful that we cannot present them all. We eventually settled upon 36 intriguing essays, from this much larger and wonderfully diverse set of contributions, all written by NTFs drawn from across 13 years of the Higher Education Academy’s NTF scheme.

The authors come from many disciplines: the visual arts, science, music, statistics, computer science, English, health and social care, social work, psychology, occupational therapy, marketing, technology and education including adventure education, medical and dental education, lifelong learning and professional development. They work in many different roles within, and outside, higher education, but their contributions come from their work as teachers in our universities. And what connects these narratives is an unswerving focus upon the student and on their learning. Indeed the ‘student voice’ has been explicitly drawn out in most essays, and in some cases students have also contributed to the final piece. The book is characterised by the way authors have transcended their own discipline and seen opportunities in others. That ability is a fundamental aim of the book – to inspire others to do the same.

The book addresses many of the important current issues in higher education: student engagement, transition, employability, assessment, technology, internationalisation, the student experience, curriculum development, interdisciplinary learning and teaching practices. It does so by highlighting teachers who have brought innovative, creative and novel approaches to these key issues that will inspire others to explore and experiment. Many authors advo-
cate risk-taking and these examples demonstrate, we believe, what makes the work of NTFs excellent and intriguing.

**Nomenclature**

We have called these contributions essays – a term that seems appropriate. Aldous Huxley (1960) describes the essay as existing in three forms: the personal and reflective, the objective and particular, and the abstract and universal. *For the Love of Learning* comprises essays covering all of these categories and many combine all three approaches. In doing so they provide insights into the personal drivers that inspire good university teachers, specific interventions that have introduced change and improvement in student learning at different scale, and observations on institutional, national and international contexts for higher education.

As befits the form, these essays are designed to be brief, personal and informal, often conversational in tone and expository in terms of their aims and content, presenting actual occurrences and inviting you, as the reader, to join them in the making of meaning for you (see Dillon, 1981). In many cases authors have provided suggestions and generalisations of their approaches that might be applied in different contexts and disciplines, but they speak from their specific experience; thus it is for you to apply it to your situations.

In this way it is not dissimilar to the learning design that promotes the social construction of knowledge (Wenger, 1998a) and student engagement (Bryson, 2013) that is a recurring theme throughout the book. And of course it is common for us to use the essay form in our own teaching and assessment of students.

**Who is this book for?**

The book will be valuable to university teachers and learning support staff, course and programme leaders, staff developers, quality assurance staff, change agents, leaders and senior managers in the UK and internationally. It will also be relevant to staff in further education institutions where higher education is taught and students are training to be teachers in other contexts. This will include early career staff on initial training courses for higher-education teaching as well as experienced staff responding to change and seeking new ideas and methodologies.
How is the book structured?

Many of the essays overlap and interlink, and the book is structured around some intersecting themes that emerged from the essays, in four parts, namely:

- **Crossing boundaries**: transitions to and from university, crossing disciplines
- **Learning differently**: novel approaches to teaching, assessment, the use of technology and challenges of teaching difficult topics
- **Engaging students**: in learning and discovery and their wider influences
- **Employability**: preparing for careers, enterprise and professional learning

There is innovation here and creativity. There is novelty and challenge. There may even be the odd polemic. We can accept that because we recognise the passion for learning and teaching that drives this community. But there is also the rigour that would be expected of leading academic teachers.

Of course our universities are full of creative, innovative, committed teachers who are recognised in numerous ways; what distinguishes NTFs is that their claim to excellence has been evidenced by student commendations, teaching evaluations, peer review, institutional nomination and a national selection process. And also that, of all the roles within academia, they are primarily focused upon learning and teaching.

We hope that there is something here for everyone. There are stories and experiences, theoretical models, evaluative studies, challenges to orthodoxy, calls for risk taking, experiential and experimental approaches and practical proposals.

Part 1 focuses on the work of NTFs that has challenged, or is challenging, what have been perceived as traditional boundaries in higher education, exploring how staff involved in educational support and delivery may seek to apply transdisciplinary or different epistemological and pedagogical structures to their teaching.

To begin with we explore cross-disciplinary teaching: Heather Barnett (essay 1) illustrates an institution-wide project in which students move across boundaries, becoming teachers, researchers and producers in disciplines from the life sciences and photographic arts. Joanna Verran uses art and literature, though involvement in a book club, in her teaching of microbiology, and involved her students in community engagement projects (2). Try Jo’s quiz! Several authors demonstrate the use of literature and poems in their teaching. Kevin Petrie (3) engages his Glass and Ceramics students as knowledge producers through the blending of teaching and research and uses alternative teaching locations – on the beach! This introductory group of
examples is rounded off by Helen Keegan (4), who describes how technologies are transforming our notions of teaching, and in doing so draws together many of the themes that the book goes on to explore: cross-disciplinary teaching, student transitions, emergent teaching approaches, student engagement and employability.

The importance of student transitions in moving into and out of higher education and the difficulties they encounter in learning are explored in several ways. We look at developing skills as a learner (Peter Ovens, 5) through the use of action inquiry, three projects – Assessment Plus, Ready for University and Flying Start – that help students improve their abilities in academic writing (James Elander and Lin Norton, 6) and the challenges of the transition to professional learning in the workplace (Faith Hill, 7). In concluding Part 1 Suanne Gibson (8) calls for greater engagement with our learners to promote inclusivity and provides a series of practical recommendations for action.

Part 2 looks at novel, innovative and challenging forms of teaching and learning. Kirsten Hardie (9) describes the use of research symposia for undergraduates, and Derek Raine (11) a study into the effectiveness of problem-based learning (PBL) techniques in interdisciplinary science teaching. Gráinne Conole (10) offers a framework for designing learning that uses technologies effectively and for the development of digital literacy skills in teachers. Rachel McCrindle (12) takes a games-based approach, which engages students in their own learning through PBL and projects that enhance their team-working and communication skills. Teaching of difficult, or less than popular, topics often creates challenges for teachers. Stella Jones-Devitt (16) promotes ways to develop critical thinking skills through performance and games. Paul Hewson (14) challenges our orthodox approaches in the teaching of statistics across disciplines, and this is juxtaposed with one possible solution of using humour (Andy Field, 15). Assessment features strongly in many essays. Peter Hartley (17) reflects upon some neglected issues, while others explore different techniques such as ‘preflights’ (Brian Whalley, 13). Luke Dawson (19) reports the findings of a development that uses technology to link assessments with professional competences, and Anita Peleg (18) on the way students can be engaged through experiential learning and formative assessment and feedback. Part 2 concludes with three essays on international dimensions. David Killick (20) demonstrates how internationalisation can be embedded within curricula, and the impact across the institution, and Basiro Davey (21) illustrates the way universities are increasing their contribution to educational capacity-building in developing countries. Finally, Jane Spiro (22) describes how four projects, including one that used poems, can help bridge the ‘divide’
between home and international students. These examples of student engagement provide a bridge to the next part of the book.

Involving students directly in their own learning has great rewards and many challenges. The first four essays in Part 3 illustrate several successful approaches that have involved deploying concepts of enabling learning and reflective practice (Rayya Ghul, 23), collaborative enquiry (Will Curtis, 24), student engagement (Colin Bryson, 25) and the development of professional and performance skills (Laura Ritchie, 26). The second half considers the wider influence of student engagement. Duncan Reavey (27) contrasts two approaches in South Africa and the UK and provides a set of ‘golden rules’ for those who wish to emulate them. Authenticity in teaching is a recurring theme; Ruth Matheson (28) looks at the need for authenticity in the establishment of professional identities and Mary Hartog and Philip Frame (29) describe a specific project in response to an external client. Anna Lise Gordon (30) concludes this part by looking at the way students can be engaged in reflecting upon their learning as they embark on their professional roles, a theme explored further in the final part.

Part 4 focuses upon employability. It considers a framework that exposes the lifelong and portable skills needed by our graduates (Arti Kumar, 31), the use of storytelling in ‘sense-making’ of work-based experiences (Beverly Leeds, 32) and the development of enterprise skills (Pauline Kneale, 36). International employability, and the importance of English as a common language, is the theme of Angela Goddard’s essay (35), and the need for authenticity in assessment reappears in relation to providing real contexts for learning (Jane Thomas, 33). Preparing students for rewarding and effective lives is the focus of Jamie Thompson (34), who promotes the engagement of students in that learning process and demonstrates it through including students as co-authors to this essay.

In conclusion

In Rethinking University Teaching Diana Laurillard begins her book with the premise that ‘university teachers must take the main responsibility for what and how their students learn’ (Laurillard, 1993). In other words, university teachers create the choices.

Much has changed in the twenty years since Laurillard’s book and from my own early student experiences. We now have learning outcomes and professional frameworks, we have student engagement and an increasingly international campus, we have a focus on employability and core skills, we are concerned about student transitions and widening access, we have form-
ative assessment and strive to provide more effective feedback to students. And we have technology.

But a fundamental truth remains, when it comes down to it ... university teachers create the choices for student learning. As university teachers we have a profound responsibility: we receive undergraduates many at their most formative stage, we have postgraduates for whom we can open up new possibilities and part-time returners and mature students who thought that such opportunities had been denied to them. For all of them we help shape their lives.

We hope that these essays will inspire you in exploring new opportunities for the learning of your students.
Index

academic writing 49
access 60
action research 43
activity profile 76
adaptive activities 80
adult learning 204
African universities 149, 192
art, design and media 29, 69, 72
art/science collaboration 11
assessment 49, 97, 98, 120, 127, 191, 234
Assessment Plus project 49
assimilative activities 79
autonomy 43

behavioural competencies 221
Beyond Competence project 55
blending teaching and research 29
blogs and blogging 228
blurring boundaries 36
Book Project 32
Broad Vision 11

capstone course 107
career adaptability 221
CETL (Centre for Excellence in Teaching and Learning) 84, 120, 254
challenge 191
change agents, teachers as 191
change, institutional 142
changing minds 36
collaborative enquiry and learning 69, 116, 174, 204, 240
communities of practice 11, 142
Community in Clay project 35
competences, behavioural 224
complexity theory 11
contextual learning 135
continuous feedback 127
course design features and mapping 76
creative writing 212
creativity 21, 97, 131, 156, 240
critical action learning 204
critical thinking 114, 118
cross-disciplinary learning and teaching 21, 33, 35, 36, 69, 103
crossing boundaries 58
cultural sensitivity 113, 151
curriculum building, for internationalisation 142
curriculum mapping 138, 234
design 29
digital creativity 89
digital dialogues 247
digital identity 36
disability 60
dissertation 69
distance learning 149
dual-mode universities 149

Education Studies 174
e-learning 76
electronic assessment 138
emergent learning 11
employability 18, 36, 131, 174, 191, 221, 228, 234, 240, 247
enabling learning 167
engagement 36, 109, 156, 198, 240
English as a lingua franca 247
English Language Learning for Employability project 247
enterprise 254
entrepreneurship 254
equal access 149
experience 185
experiential learning 127
extra-curricular learning 12
feedback 97, 120, 125
formative 126, 132
feed-forward 97
Flying Start project t 51
formative assessment 43, 127

games-based learning 89, 116
glass and ceramics 29
global citizenship 144
globalisation 247
graduateness 180
group study, cohesion 133
growth 156

health and social care 198
healthcare placements 54
higher education 149
humour 109
identification 156

Impact Review Sheet 213
inclusion, educational 60
inclusion, social 63
initial teacher education 212
Inquiry into Learning 43
interdisciplinarity 11, 84
international networks 41
international students
experience of higher education 156
language issues 35, 146, 156, 247
internationalisation 142, 156, 163
intrapreneurship 254

knowledge exchange 11

leadership and management 204
learned helplessness 103
learning
by doing 127
design 76, 77, 139, 206;
technology-supported 138

English 247
enquiries 43
learning to learn 43
outcomes 80, 87, 93, 97, 112, 121,
136, 146, 150, 206, 223
partners 45
together 174
safe spaces for 208
learning/experience journal 189
liquidity/fluidity of knowledge 11
live projects 127
ludic engagement 89

marketisation of higher education 115
internationalisation and 157
mathematics, physical sciences and
related subjects 84, 104, 109
medical, dental and health
disciplines 54, 135, 198
microbiology 21
MOOCs (Massive Open Online Courses)
77
music teaching and learning 185

natural sciences 84
new learning ecosystems 36
new media literacies 36
new technologies in learning 76
non-attendance 133

occupational perspective 167
occupational therapy 167
online networks 39
open education 36
organising reflection 204
outreach 29
ownership 156, 191, 198, 213, 225,
232, 254

participation, contexts of 171
participatory culture 36
partnership and ownership 36, 174,
177, 183
patchwork texts 43

pedagogy profile  80
peer assessment  43
peer learning  101, 204
peer learning, international students  
158, 162
performance  114
personal tutor  60
person-centred  43
placement/internship, experience from  
200, 203
play  114
Postgraduate Certificate in Higher 
Education  212
postgraduates, national and 
international  31
practical skills, assessment of  136
preflights  97
problem-based learning  84, 191
professional development and 
competence  135, 191, 198, 212
professional identity  198
professional portfolio  212, 214
professional teaching practice, music  
185
programme assessment  120
Programme-Focused Assessment  120
public engagement  21
public health  235
RAISE network  182
Ready for University project  51
real-world problems and projects  191
reflective practitioner  172, 185, 212
relationships  240
research-based learning  84
research poster  69
research, practice-based  29
research student forum  31
resilience  241
risk-taking  114
scaffolding  84, 167
science and art  21
science and literature  24
self as threshold concept  221
self-authorship  240
self-belief  185
self-regulation  185
shared learning  18
SOAR (Self, Opportunity, Aspirations, 
Results)  221
social media and networking  36
social work  240
soft skills  89
software engineering  89
SPEED (Sharing Practice for Embedding 
E-design and Delivery), Joint 
Information Systems Committee 
for Higher Education project  81
staff development  54
staff/student partnership  11
statistics, statistical literacy  103, 109,  
110
sticking points  97
stories and storytelling  228
storyboarding  80
student achievement  97
student autonomy  180
student engagement  54, 106, 180
student experience  60
student needs, differences  132
student role models  254
student teacher  212
students as partners  174, 180, 198
students as researchers  37, 174
students helping other students  12, 52
teacher values, sharing online  161
teaching fellows  84, 86
Teaching International Students project  
(Higher Education Academy)  157
teaching styles, adjusting to  56
teamwork  89
technical knowledge  89
technology, access to  150
technology-supported learning  36, 135
theory/practice divide  69
third space  247
threshold concept 103
transferability 89, 140, 221
transformative education 163, 167, 212
transition to independent learning 54
transition to university study 49
transitions 36
troublesome knowledge 97, 98, 104, 169

undergraduate research 70
undergraduate symposia 69, 103
unlearning 114
USEM employability model 229, 235

volunteering 201
VUCA (volatile, uncertain, complex and ambiguous) world 114

websites 201
wellbeing 240
work-based learning and assessment 54, 135, 204, 234
workplace communication 247
writing 69

zombies and vampires 26