University of York
Issue 37 | Spring 2015

FORUM

ENHANCING LEARNING AND TEACHING

Promoting good practice in Learning and Teaching

Academic promotions at York
Strategic dissemination
Using social media to share practice
Case studies of practice
2015 Learning and Teaching Conference: call for papers

FORUM

Forum is published termly by the Learning and Teaching Forum *www.york.ac.uk/staff/teaching/groups/forum*

Editor: Paola Zerilli *paola.zerilli@york.ac.uk*

Sub-editor: Ruth Mewis *ruth.mewis@york.ac.uk*

Editorial Committee: Claire Hughes and Patricia Murtagh.

Design and print: Design Solutions *www.york.ac.uk/design-print-solutions*

Contents

For a large print, black and white text version, please contact *learning-and-teaching-forum@york.ac.uk*

Editorial

I am sure that the cover of this issue of *Forum* is open to various interpretations: it represents how learning flows and how different aspects of learning are interrelated. It also symbolizes how learning is spread via sharing experiences among different people defying any boundaries.

In this issue, the word *"promotion"* has multiple nuances and aspects.

It can be considered as:

1) Advances in career

- David Duncan, Registrar and Secretary, explains the route to academic promotion
- Two academics from the Department of Health Sciences share with us their journey to promotion

2) Dissemination of good learning and teaching practice

- Michael Grove from the University of Birmingham suggests that good practice dissemination would be most effective if we tried to answer the question: "why disseminate?". By doing that, we could more effectively target our potential audience and tailor dissemination in a more productive manner.
- Simon Lancaster from the University of East Anglia considers the use of social media in order to share good practice in learning and teaching and recommends to publish work with a *creative commons license* in order to go beyond any copyright barriers.
- Our colleagues from various departments share with us their very insightful experiences using *collaborative work* (Carmen Alvarez Mayo from Languages for All), *departmental integration* (James Chantry from the York Management School and Kevin Tennant from the Centre for English Language Teaching) and *group based explorations* (Tony Ward from the Department of Electronics).

Dear reader, the magic game of dominoes is about to begin: once the first piece is hit, the cascade of learning will become uncontainable!

Paola Zerilli
Editor

NEWS

Removing barriers to PG education

Late in 2013, the University was successful in bidding to HEFCE's Postgraduate Support Scheme (PSS) fund, aimed at increasing access to postgraduate education. This bid was part of a consortium involving Sheffield, Leeds, Manchester, Newcastle and Warwick universities.

Incorporated into the scheme are a number of initiatives such as the creation, for 2014/15, of 68 York Masters Opportunity Scholarships, the exploration of career development loans, targeted 'information, advice and guidance' interventions to promote and facilitate entry to postgraduate study as well as the exploration of new academic products designed at encouraging and enabling graduates to enter postgraduate study with a focus on higher-level skills and their post-study professions. Work is also underway to establish an evidence-based understanding of which groups are under-represented in postgraduate study and why; drawing on sources of data which are uniquely available to the institutions involved.

Currently, a survey of all current UK postgraduate taught students is underway. Over the coming months a number of focus groups with staff and students will take place, and early this year the University will pilot a Widening Participation initiative, York Masters Tasters Sessions, designed for prospective Postgraduate Taught Students.

If you would like more information, or wish to be involved in any specific aspects of the scheme, please contact Duncan Lean (x2081) in the Planning Office.

Developing a collegial approach to the development and recognition of teaching

The *Peer Support for Teaching Policy* was introduced in 2011 to further promote the collegial development of teaching at York. Its intention was to encourage staff to look at teaching as a broad-based endeavour, encompassing classroom-based practice, but also a range of other activity that is essential in creating a positive student learning experience. A review of the policy was undertaken in 2013. This revealed that many departments have been successful in implementing the policy to positive effect, but that there is also a need for more guidance and support. In response, additional policy appendices will be provided during Spring 2015 that will offer responses to common issues that have arisen, which will provide examples of the kind of teaching activity that have and could be investigated and developed, as well as an exemplar of how the policy might be implemented.

In 2015 the University will introduce a professional development scheme in learning and teaching. This scheme will be inclusive of all staff who teach or otherwise have substantive responsibility for the support of student learning, and will complement existing professional development programmes (the *Preparing Future Academics Programme* and the *Postgraduate Certificate in Academic Practice)*. The scheme will be founded on the notion of collegial development. It will provide an opportunity for individuals to engage with interdisciplinary groups through a process of enquiry tailored to their personal practice. Further, the scheme will be accredited by the Higher Education Academy, thus allowing participants to secure personal and transferable recognition for their teaching/support of student learning – in the form of one of the four fellowship categories (Associate Fellow, Fellow, Senior Fellow and Principal Fellow).

For more information contact: *academic-practice@york.ac.uk*.

Surveys of student satisfaction and engagement 2015

This academic year the University will take part in three national surveys of student satisfaction and engagement: The National Student Survey (NSS), UK Engagement Survey (UKES), and the Postgraduate Research Experience Survey (PRES).

The **NSS** will start on Monday 19 January 2015 and run until 30 April. Final-year undergraduates will be contacted and asked for their views on a wide range of aspects of their undergraduate experience.

Following last year's successful pilot of the National Survey of Student Engagement (NSSE), **UKES** will be rolled out across all departments for the first time in 2015. The survey will run from 13 April to 15 May. Undergraduates not taking part in the NSS (ie non-finalists) will be contacted and asked questions designed to explore their levels of engagement with their course.

PRES will run between 1 March and 15 May 2015. All research students will be contacted and asked for their views on a wide range of aspects of their postgraduate research experience.

All departments are asked to publicise the surveys, and guidance will be issued to support staff to promote them to students. Further information is available from the ASO. Please contact Adrian Lee *adrian.lee@york.ac.uk* for NSS or David Clarke *david.clarke@york.ac.uk* for UKES and PRES.

NEWS

Enhancing the resources and support currently available to UG and PGT supervisors

UNIVERSITY of York

Supervisor guide to getting the most out of undergraduate and masters supervision

Connecting with your supervisee and checking their progress in their studies, their involvement in clubs and societies and other aspects of their lives over a regular period is an important way for us to promote student engagement in teaching and learning and gives students a sense of community at York.

The role of the supervisor

1 Hold sessions
Hold supervisor meetings regularly within each term to check how well your supervisee is doing and provide encouragement and support.

2 Discuss progress
Talk through their academic and personal progress, discuss their feedback and assessment scores and help identify opportunities for them to develop their personal skills.

3 Help with problems
You are likely to be your supervisee's first point of contact for academic and personal problems which may impact on their studies.

4 Signpost
You should be able to signpost your supervisee to other sources of help, advice and support for any issues or problems which go beyond your experience or knowledge.

5 Promote activities
Talk to your supervisee about their life at University and encourage them to take part in non-academic activities.

6 Plan for employability
Encourage your supervisee to start planning their career and offer advice on accessing the Careers and any departmental resources to build skills and gain experience.

The role of Supervisor to undergraduate and postgraduate taught students is essential to their experiencing exemplary teaching and learning as part of our supportive academic community
John Robinson, PVC Teaching and Information

Most supervision with students are about telling them how well they are doing and encouraging them to keep at it
HoD

Personal tutors give a personalised approach to higher education, which is often lost when students are part of a big department when they can often feel like a number
NUS

We ask students to

1 Attend sessions
You should meet with your supervisor regularly within each term. Meet early and make more appointments as you need to. Don't feel you are bothering them – they are there to be bothered.

2 Prepare for sessions
Know what you want to talk about when you meet with your supervisor. Make notes on what's happening in your studies, your university life and any issues or worries you might have.

3 Ask for advice
Your supervisor is your first point of contact for any problems whether academic or personal. It's important you tell them early of anything that might affect your studies. They are also there to offer support and advice for opportunities you want to explore.

4 Help yourself
Your supervisor's job is to help you to help yourself. You need to understand if and what you need help or advice with. Tell them what's happening and what you need – only then can they help you. Then it's up to you to act on this advice.

5 Reflect on progress
Talk to your supervisor about your general academic progress, how you think you are doing and if you have any issues with the teaching on your course. Ask your course tutors to explain specific feedback on your marks.

6 Talk about the good stuff
Keep your supervisor updated with all aspects of your life at university including the good things you are doing or trying to achieve, and your career aspirations. One day they will write you a reference – so make sure they know all about you.

Overview

During Academic Year 2013/14 the University's Audit committee tasked Academic Registry to review the current resources available to undergraduate and taught supervisors following recommendations from an internal audit report on the student learning journey. The audit indicated that supervisors should be provided with clearer guidance on their role and a central resource that supervisors could draw upon, supported by training and guidance. The current resources [see *https://www.york.ac.uk/staff/supporting-students/sources/supervisors*] gave some indication of the role expectations but in a limited format. The Director of Student Support Services, with support from the Executive Assistant to the Academic Registrar and the Internal Communications Team, undertook this project with the resulting 'quick reference' resource and improved web based resource area for supervisors – launched during the first term of Academic Year 2014/15. Alongside this provision, the Director of Student Support Services and the Academic Support Office will be running termly Forum events for supervisors.

Methodology and outcome

Following an evaluation of external examples of good practice in other similar universities, a review of relevant research literature and relevant resources of interest, a questionnaire was sent to undergraduate and postgraduate supervisors in February 2014. The questionnaire explored what supervisors thought made a good supervisor, what information and resources were valuable in the supervisor role, what training had been provided and what areas of the role of supervisor were particularly challenging from their perspective. The questionnaire concluded with asking supervisors what they felt they needed in terms of resources. The questionnaire elicited a good range of responses from across departments.

During May and June undergraduate and taught postgraduate students attended focus groups which explored what was working well in supervision sessions and what might be improved upon. In June 2014 a focus group representing supervisors from across the three academic clusters was held. Additional work took place to gather examples of good practice relating to training and support of supervisors from across various departments.

The result of this work has been the production of 'quick reference' materials containing essential information for supervisors including a suggested outline of the basics to cover in supervision sessions, guidance on support and referral options for the five most likely scenarios supervisors encounter and links to resources students can make use of, as well as where supervisors can seek assistance from both within their departments and within student support services. The supervisors involved in the focus groups and a number of Heads of Departments have continued to give feedback on the materials being produced and will continue to be consulted as the resource is launched and further developed.

This is complemented by a web page that is a single point of access for materials, advice and contacts relating to supervision. Alongside the resources a series of informal meetings are being offered in various departments to launch the materials along with a termly Forum style supervisor workshop, offered by Student Support Services and the Academic Support Office. In parallel we will be raising awareness amongst undergraduate and postgraduate taught students, via YUSU and GSA and other channels, of expectations and responsibilities relating to supervision sessions. What is hoped overall is that a more consistent and clear offering of supervision is achieved where students are clear on what supervision can offer if they engage fully. Supervisors should benefit from a clearer outline of their role, the resources available in support of this, and by knowing where to seek input from central support services and when a student needs to be signposted to more specialist services when this is appropriate.

NEWS

Copyright in the Digital Age: or, how to maximise access to learning resources without melting the photocopier

Amendments to the Copyright Designs and Patents Act brought into force during 2014 are gently steering UK copyright protection into the Digital Age. Several provisions have potential impact on our domestic lives as well as our professional activities – for example, at long last in the UK you can now copy material you own into another format for your private use. What a good job none of us ever pushed our luck by uploading a CD into our iTunes library before it was lawful...

Momentum for change, which had been building since the early 2000s, informed the 2011 Hargreaves Review commissioned by the Department of Business, Information and Skills. Hargreaves recommended removing many of the UK's restrictions on re-use of intellectual property, to promote economic growth and world-leading research. The amendments introduced this year on the basis of these recommendations also modestly increase the scope for teachers and students to copy published material.

Core reading

Since 2006, many York students have enjoyed last-minute speed-reading thanks to the Library's E-texts Service: key chapters and articles provided in pdf format via the EARL reading list interface on the Yorkshare VLE, under the terms of the Copyright Licensing Agency's HE Licence. A number of US and European publishers have chosen not to engage with the licence; the amended Section 36 of the CDPA now enables a university to copy a maximum of 5% of any 'excluded work', for distribution on a 'secure network' such as Yorkshare.

In practice this is not as clear-cut as it might immediately seem. For instance in order to comply with this exception we would need to ensure that once an Economics lecturer has copied Chapter 1 of "Financial and Management Accounting", her TYMS colleague does not distribute Chapter 2 on the same basis. Hence it's crucial that departments don't take short-cuts by distributing 'home-made' copies to students, but instead submit all such requests through EARL to the E-texts team for processing and systematic record-keeping.

TV programmes

In the same vein, the amended Section 35 of the CDPA permits educational establishments to copy recorded broadcasts for distribution on a secure network, prompting the Educational Recording Agency to re-draft its HE licence. The University of York now holds a Combined ERA Licence, permitting us to upload most recorded TV programmes to Yorkshare as well as playing them in the lecture theatre. Once again there's a catch: the ERA Licence only applies within the UK, severely limiting its utility for distance learning programmes and students working overseas. The Information Directorate and E-Learning are exploring the options for a technical work-around or a subscription to a streaming service to overcome this restriction if possible.

Teaching materials

Perhaps the amendment with the greatest potential for transforming teaching materials is the new Section 30: formerly "Criticism and Review", the provision to reproduce an extract from a published work for comment has now been widened to cover any form of "Quotation". Within the constraints of 'fair dealing', an author can now lawfully incorporate a photo of a printed page, a screenshot from a website or an audio/video clip into their own work without seeking permission, on condition it's fully attributed. But this is not yet the open season on web images that some users of social media were hoping for: copying an entire photograph or illustration without a licence for re-use is rarely considered 'fair', given the potential impact on the creator's right to gain economic reward from his or her IP.

Section 30 may well turn out to have wider application in universities than the amended Section 32, which covers 'fair dealing' for the purposes of "giving or receiving instruction" in a non-commercial context. Whilst lecturers and students can rely on this exception to copy work for the classroom, the VLE or an exam, the realm of "instruction" perhaps does not extend as far as reading lists, public lectures or teaching material distributed on the open web.

Further amendments present many additional opportunities for libraries and researchers. A new Library guide is under development, and enquiries are welcome: be warned that if you present a particularly interesting dilemma, you may find yourself the anonymous subject of a case study for a future RDT event...

References (all pages accessed 26 Nov 2014)

The Copyright and Rights in Performances (Research, Education, Libraries and Archives) Regulations 2014
www.legislation.gov.uk/uksi/2014/1372/contents/made

The Copyright and Rights in Performances (Quotation and Parody) Regulations 2014
www.legislation.gov.uk/uksi/2014/2356/contents/made

Digital Opportunity: a Review of Intellectual Property and Growth. Department of Business Information and Skills, Ref: 11/968
https://www.gov.uk/government/publications/digital-opportunity-review-of-intellectual-property-and-growth

JISClegal Questions and Answers: Copyright Changes 2014
http://jiscleg.al/ManageContent/ViewDetail/ID/3596/Questions-and-Answers--Copyright-Changes-2014.aspx

University of York Library Copyright Guidelines
http://subjectguides.york.ac.uk/copyright

University of York Library Electronic Texts Service
www.york.ac.uk/library/info-for/academics/lists/electronic-texts-service

Thinking before speaking:

Being strategic with dissemination

Michael Grove, University of Birmingham, considers the routes to sharing learning and teaching practice.

Dissemination, meaning the broadcasting of a message, is a word widely used within Higher Education, but often perceived to be an activity that takes place near the conclusion of a project or intervention. Sharing learning and findings is essential to the scholarship of learning and teaching, and consideration of how effective dissemination can be embedded throughout a project's lifetime can greatly enhance its overall impact.

We can consider four questions that will help us disseminate our work much more effectively:

- Why are we seeking to disseminate? **[Purpose]**
- What are we seeking to disseminate? **[Messages]**
- To whom are we seeking to disseminate? **[Audience]**
- How can we disseminate effectively? **[Media and Timing]**

Why disseminate?

We disseminate to make information on a particular topic more widely known, but for this to be effective we need to begin by considering what we want our dissemination activities to achieve. For example, is it:

- *Dissemination to raise awareness?* Perhaps raising awareness that an activity is underway to generate buy-in or wider engagement from departmental colleagues or senior management.
- *Dissemination for engagement?* Involving others in the activities of a project can enhance outcomes. This might help identify previous practice and learning upon which you can then build, or pilot and evaluate the developed approaches.
- *Dissemination for understanding?* Sharing the knowledge and learning generated from an activity with others. This might be linked to emerging findings from research or evaluation, but could equally involve sharing the rationale for a project at its outset.

- *Dissemination for action?* Are you looking for your project to bring about change beyond your own practices? Perhaps at a departmental, faculty or institutional level? If so, you need to involve other colleagues so that they can see the benefits of your work (efficiency, effectiveness, increased impact or financial) and their potential for adoption and scalability.
- *Dissemination for promotion?* Developing an individual, institutional or national profile through any activity can only be achieved through visibility. It is therefore vital that you not only take advantage of the opportunities available to disseminate your work but that you are strategic in how you approach them.

Having identified the purposes of your dissemination, and it is likely that there will be more than one, you can begin thinking about what your key messages are and who you wish to be the recipients of these messages; different audiences require different messages.

Dissemination may take a range of forms, for example writing newsletter articles, academic papers, presenting at conferences, or participating in meetings and seminars, however they won't be effective if the message isn't correctly framed for the audience at which it is aimed. Equally, for the audience to be receptive to the message that you are trying to convey, they need to find something within it that benefits or interests them.

For each of your reasons for undertaking dissemination activities, consider the audience who might be targeted to achieve your intended outcomes. For example, your audience might consist of departmental or disciplinary colleagues who want practical details; at a conference, your message may need to be more general. If the audience is internal to your university, you might be able to talk more frankly and openly about what you have found or any challenges or barriers you have faced.

In seeking to bring about change, senior management teams and those at policy level are important audiences, but here it is important to convey your message in a concise and precise format. Focus upon the key generic details, avoiding overly technical language or jargon, and communicate explicitly the impacts and evidence-based benefits that have been achieved, as well as how continued support or extension of the activity will offer clear benefits to the institution (particularly students) and the real risks of failing to do so.

When to disseminate?

With dissemination having a range of purposes, it can be undertaken effectively at different times; from before a project begins to after it has concluded. When developing an idea for a project you can bring together interested individuals to discuss the ideas and approaches; this engages others in its development and helps form a natural group of supporters. Once a project has been established dissemination can help identify examples of similar practices undertaken elsewhere and so provide a starting point upon which you can build. Or it can enable other individuals to contribute to its design, development and delivery thereby increasing the size of the project team and its wider reach. As the project progresses, dissemination can share and test findings, and explore possibilities for wider activity.

Once a project has concluded, dissemination can be used to share findings and conclusions, and to address questions such as: what was the impact of the work? What new knowledge or understanding has been generated? What conclusions can be drawn? What are the recommendations for practice or further research? Such dissemination should not only focus upon what has worked effectively, but also what has been less successful; others can learn a lot from this! Whereas the dissemination of emerging findings can include anecdotal information or opinion, dissemination that takes place near its conclusion should be based upon robust data and evidence; this is vital for the credibility of the message being conveyed.

When he began teaching his methods were considered way ahead of their time

How to disseminate?

The various methods of dissemination have been left until now to reinforce the idea that they are not the starting point for any dissemination strategy; they are a mechanism by which key messages can be communicated to the appropriate audiences. There are a range of possible approaches to consider:

- *Networking:* Attending workshops and conferences and participating in working or special interest groups. Even if not presenting, this provides an opportunity to informally share ideas and findings with others and develop collaborations.
- *Seminars:* Many universities have established seminars to which you can contribute; these act as a focus for bringing together those with particular areas of interest and expertise.
- *Committees:* Projects and activities can be discussed at learning and teaching committees through formal or informal updates. This provides an opportunity to explore how they might become embedded (sustainable) as a part of departmental or institutional practices.
- *Online:* Websites provide an opportunity to aid communication beyond an institution and allow others to find out more. Email lists (such as the *@jiscmail.ac.uk* lists) allow you to post details of your work and ask questions of others.
- *Newsletters:* A short paper-based or electronic newsletter can be developed and sent to a mailing list of interested individuals to provide a handy first reference for those wishing to understand more about your work.
- *Conference presentations:* Consider the conferences you attend and the opportunities offered, for example by giving a talk, running a workshop or offering a poster. A developed poster can be used on other occasions!
- *Publications:* Writing your work up for a formal journal, newsletter or other publication. Different journals have different audiences and many are accessible to those looking to publish for the first time, particularly if you consider institutional and professional body journals.

Whichever form your dissemination takes, it will be most effective if you start by asking "why disseminate?" The answer to this can help define and influence your entire project or activity!

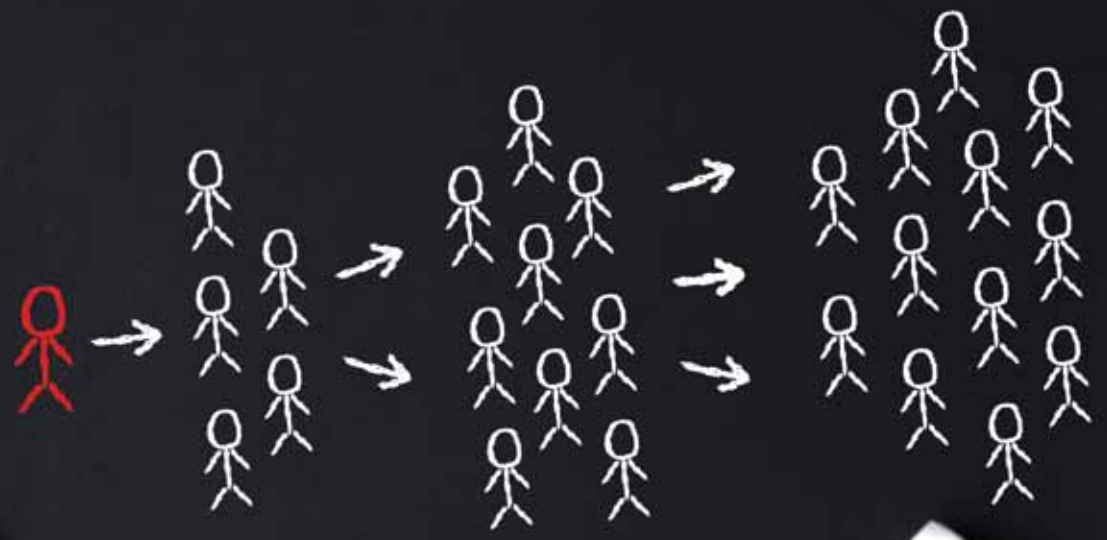
Comments, questions? Join the debate at yorkforum.org.

Dissemination may take a range of forms, for example writing newsletter articles, academic papers, presenting at conferences, or participating in meetings and seminars.

Michael Grove *is a Senior Lecturer and Director of the STEM Education Centre at the University of Birmingham where he works on issues relating to learning and teaching within Higher Education and teaches mathematics to undergraduate students. He is a National Teaching Fellow, a member of the Directorate of the sigma mathematics support network, and is also responsible for the University of Birmingham's Mathematics Support Centre. He is also a visiting Associate Professor at the University of Leeds.*

Blowing bigger bubbles:

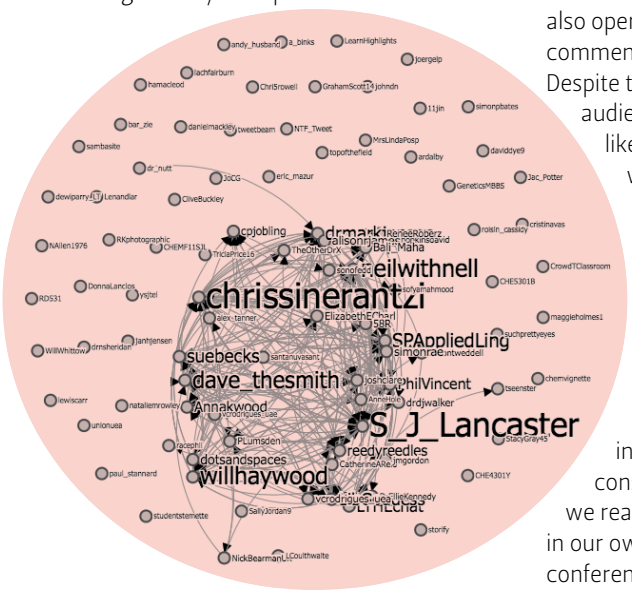
Using social media to share good practice in learning and teaching



Simon Lancaster, University of East Anglia, explores the power of social media to share practice.

Look hard enough and you can find examples of innovative and engaging practice in every department, faculty, student support agency and institution. Sometimes the endeavours of our colleagues will be recognised by their peers or students and occasionally even rewarded. However, too often innovators feel isolated and lack a means to share and refine their approach. Forum exists to provide a platform to share these practices throughout the institution. Writing for Forum prompts us to reflect and to seek evidence but it also opens our studies to constructive comment and potential collaborations. Despite these advantages, writing for an audience like Forum can often feel like preaching to the converted. Are we confined to a relatively small bubble of like-minded people?

The larger the pool of practitioners with whom we consult, the greater the likelihood of encountering something relevant to our field, and the more opportunities we will have for exchanging initiatives and subjecting them to constructive scrutiny. How then do we reach out beyond the enthusiasts in our own institution? Traditionally conferences have provided the stages on which we might disseminate our ideas and seek inspiration from others. However, conferences are costly consumers of our precious resources and, while cosy, can often prove equally parochial bubbles.



A graphical representation of the fourth #LTHEchat Twitter network.

Finding practice

Imagine you're the editor of Forum: you have an imminent copy deadline and you want to look outside your institution for contributions to an edition on dissemination. Where would you look? Professional journalists often turn to Twitter. At its best, Twitter is a 365 days a year 24 hours a day low-carbon conference on everything, at which countless experts and myriads of the merely opinionated give freely of their wisdom and experience.

Some academics will roll their eyes at this point. "I joined Twitter years ago and I don't know what all the fuss is about." is a familiar refrain. The key to success in Twitter is your network, the people you choose to follow. Unless you follow someone, your timeline will be empty and your membership pointless. We recommend you follow *@RuthMewis*. But don't stop there. Look who she follows. Do you know them? Follow them too! Who do

they follow? Has Ruth tweeted something interesting? Retweet it! And therein lies the power of Twitter, the ability, through the retweet button, to amplify an idea and to spread it quickly around the globe. The other, often cited, criticism of Twitter is that it is impossible to keep up with all those tweets. Absolutely, it is futile to try and that is absolutely fine. The author follows over 3000 Twitter accounts and reads a fraction of a percentage of the tweets that pass across his timeline. But never forget the power of the retweet. If it is important enough it will repeatedly appear and you will notice it or someone responding to it. And if it is meant specifically for you, then your username will have been included.[1]

Twitter is revolutionising academic practice. It is now possible to know about every opportunity, every pedagogical innovation and every event as soon as the internet does. Famously the news of an earthquake on Twitter travels faster than the shockwave. But it is better than that. By contributing to the discussion you can refine an argument, build a network and a reputation in a fraction of the time it would have taken otherwise. Take for example, the invitation presented by *@Professor_Dave* to deliver a seminar to the Chemistry department on October 17th 2012. The associated *@Storify account* illustrates that social media exchanges need not be ephemeral.[2] Indeed when Twitter is used at a conference, it becomes a powerful tool to crowd source a record of both the content and the ensuing discussion.[3]

Sharing practice

A topical discussion of the value of Twitter in an organ like Forum would not be complete without mention of the programme of Learning and Teaching in Higher Education Twitter chats (#LTHEchat).[4] These hour-long facilitated discussions cover topics such as 'lecture flipping' and 'co-creation' and provide an intense but inspirational professional development opportunity and a ready-made network.

Twitter is a microblogging site, messages are restricted to 140 characters. While that can be a blessing in promoting concision, it is not always going to suffice. Instead Twitter tends to serve as the nexus, where links to content on other social media sites containing richer content can be posted. A comprehensive account of all the means by which learning and teaching is disseminated has not been presented because it would inevitably read like a list.[5]

YouTube is not easily overlooked and yet it is rarely the respondent's first choice when asked for an example of a social media site. This searchable archive, with hundreds of millions of users, is the perfect platform on which to disseminate a message in video form. There are instructional films on YouTube and Vimeo on every educational topic. At York, Prof. David Smith has demonstrated the power of YouTube for outreach to huge audiences, for example using Breaking Bad as the backdrop to discuss organic chemistry.[6] Increasingly the trend is to engage students in the (co-) creation of academic content and here again academics at York have shown the way.[7]

@Professor_Dave's YouTube channel

Copyright considerations

When considering the interface between social media and academia, we need to broach the thorny issue of copyright. By default all content on the internet is copyright protected, all rights reserved. Clearly that is not conducive to sharing learning and teaching materials. The solution is to source and to publish work with a creative commons license.[8] There are two very good reasons why you should give away the rights to your work: because (1) in a reciprocal sense you will then have a clear conscience when benefiting from resources prepared by others; (2) anything that facilitates the diverse application of your ideas and materials increases their (and your) potential impact.

Arguably the best example of a socially mediated academic resource is the Slideshare site.[9] Here, complete presentation slide sets are shared. This can mean anything from a lecture on a specific academic topic or a discussion of pedagogical innovation to "Using Social Media Strategically for Learning and Teaching",[10] which would seem to bring us full circle.

How can we possibly monitor all of these disparate social media channels? There lies the beauty of Twitter. As content is added to sites such as Slideshare and YouTube, it will be reported on Twitter and not just once but repeatedly, essentially in proportion to its impact.

It would be wrong not to concede that social media, even Twitter, is another bubble. However, it's an awfully big bubble and encompasses a significant proportion of the global figures who are predisposed towards sharing good practice in learning and teaching. Can you afford the time to engage with social media? Can you afford not to?

1 For an introduction to Twitter for academics see *http://www.slideshare.net/suebeckingham/getting-started-on-twitter-35704954*
2 *https://storify.com/S_J_Lancaster/york-chemistry-teaching-forum-17th*
3 *https://storify.com/S_J_Lancaster/heastem-17-18-april-2013-birmingham*
4 *http://lthechat.com*
5 And there is a web category dedicated to lists too, the listicle: *http://thelisticles.net/*
6 *https://www.youtube.com/watch?v=jwEbcKZ9hK8&list=PL16BF42E87C9566B8*
7 (a) iTube, YouTube, WeTube: Social Media Videos in Chemistry Education and Outreach, J. Chem. Ed., 2014, 91, 1594–1599. (b) *https://www.youtube.com/user/ProfessorDaveatYork*
8 *http://creativecommons.org*
9 *http://www.slideshare.net*
10 *http://www.slideshare.net/suebeckingham/using-scial-media-strategically-for-learning-and-teaching*

Comments, questions? Join the debate at yorkforum.org.

Simon Lancaster is Professor of Chemical Education at the University of East Anglia. Simon is a dedicated and innovative teacher and has been rewarded by UEA's Sir Geoffrey and Lady Allen teaching excellence award. His application of technology to support student engagement has been supported by Teaching Fellowships and funding from both the Higher Education Academy and the University Annual Fund. He is the recipient of the 2013 Royal Society of Chemistry (RSC) Higher Education Award and in 2013 was recognised by the Higher Education Academy as a National Teaching Fellow. Simon is one of the RSC 175 Faces of Chemistry which profiles scientists who represent diversity in its broadest sense.

Academic promotions at York

David Duncan explains the route to Academic promotion.

Like any university with aspirations to be in the top rank, York depends fundamentally on its academic staff. Our aim is to attract and retain staff of the very highest quality, and to sustain a really excellent working environment in which they can do their best possible work.

Maintaining fair and transparent academic promotions procedures is a crucial part of that. Over the past six years, I have been secretary to the committee which makes recommendations to Senate on all academic promotions. I welcome this opportunity to explain a little about the process, and to highlight some of the changes we are currently considering.

Myth busting

A number of myths circulate in the institution which it might be helpful to address. For example, there are concerns that the university operates a quota to limit the numbers that can be promoted in any one year; that it is impossible to secure promotion on the first application; that heads of departments sometimes give negative or lukewarm references for candidates to avoid pressure on their budgets; that it is much harder to secure promotion at York than at competitor universities; that the promotions process favours some disciplines over others; and that women are more diffident about applying for promotion (and less successful when they do apply) than their male counterparts.

In fact, my own experience, and the statistical evidence of the last five years, suggests that none of these concerns are justified. The system is designed to be as fair as it possibly can be. Importantly, all decisions about academic promotions are made by academics themselves. The process is overseen by a committee chaired by the Vice Chancellor (for promotions to professor), and by the Deputy Vice Chancellor for all other promotions. The rest of the membership comprises academic staff elected by Senate and drawn from across the disciplinary spectrum. The membership turns over regularly to ensure fresh thinking and new perspectives. In recent years, Senate has invariably accepted the recommendations of the Academic Promotions Committee, though it has the power to challenge the recommendations if it wishes to.

That's one way to learn not to catch the black and yellow striped ones.

Promotion process

Decisions about promotion are based on six different pieces of information. First, the candidate submits their CV and

> *Our aim is to attract and retain staff of the very highest quality, and to sustain a really excellent working environment in which they can do their best possible work.*

letter of application, setting out their case. The head of department is then asked to give (a) a factual report and (b) a confidential report on the candidate's contribution and performance. Next, the application is considered by an advisory group for the academic cluster (or faculty from January 2015). The Academic Promotions Committee then meets in January and decides whether or not to go out to referees. After that, my personal assistant, Sara Bailey, undertakes the Herculean task of procuring references for each of the candidates (the higher the grade applied for, the greater the number of references). The Committee reconvenes in May to review the references and decide whether or not to promote. Finally, Senate is asked to approve the recommendations for promotion at its meeting in July.

The head of department has an important role in the process. In the course of their induction, we ask heads to make sure that all academic staff undergo a performance review, and that the opportunity is taken to consider the individual's promotion prospects. They are asked to give particular attention to more modest members of staff who may be reluctant to come forward. The head is also asked to give careful attention to the distribution of key roles within the department, so that candidates can demonstrate appropriate contributions to leadership, administration and management (the same applies to research leave, opportunities to develop new courses, and so on). And finally, the head is required to consult with other senior members of staff in the department, so that their reports reflect the collective views of the senior team rather than just their own perspective.

More generally, we are strongly committed to demystifying the promotions process. This year, we held a number of open sessions for staff who might be interested in applying for promotion in the near future. Members of staff are always welcome to discuss the process with me or the Deputy Vice Chancellor in confidence – I promise that we will do our best to be helpful. Our overall approach is that we want staff to be promoted – it is a positive thing both for individuals and for the university as a whole. Consequently, where a candidate is unsuccessful, we try to provide them with advice which will help them to win promotion in the future. We encourage them to talk to their head of department about what he or she can do to support them, and we also offer meetings with me or the DVC (or another member of the committee if they prefer). It would be wrong to claim that everyone is always 100% content with the outcome, but we hope that the large majority find it a positive, affirming and supportive process.

Improving processes

Each year, the Academic Promotions Committee makes a number of amendments to the criteria and procedure, usually reflecting comments or advice received from those participating in the process. Recently, we decided that a more root and branch review was required. The motivation was three-fold – to ensure that the criteria fully reflect the range and diversity of contributions which academic staff are now asked to make; to ensure a more consistent approach across different grades and categories of academic post (including roles focused primarily on research or teaching); and to simplify the criteria so that they are easier to use. A draft document was developed by Jane Grenville and the Academic Promotions Committee and will now be subject to detailed scrutiny by a working group comprising the DVC, me, a representative from Human Resources and trade union colleagues. The document was circulated jointly to all staff by the UCU President and me, and is available on the university website. Your comments on it would be welcomed. We hope to have the revised criteria in place for the academic year 2015/16.

In the meantime, if you have any other comments or observations you would like to make about academic promotions at York, we would be delighted to hear from you.

David Duncan has been Registrar and Secretary at the University of York since 2009. After the Vice-Chancellor the Registrar and Secretary is the most senior, non-academic officer of the University. The Registrar is responsible for managing the University's professional support services, supporting the University Council (the governing body) and ensuring the good governance of the University.

Comments, questions? Join the debate at yorkforum.org.

The journey to promotion

Katie Batley and Anita Savage Grainge, Department of Health Sciences have both recently been promoted to Teaching grade 8. They share with us their journey to promotion.

KATIE BATLEY

Before I commenced my employment with the University of York I worked as part of a clinical education team in a large teaching hospital, providing both annual updates and responsive education depending on the needs of the clinical team. I was also undertaking a Master Degree in Health Professional Education and had guest lectured for several Universities, and I was invited to be a member of a module team delivering education to pre-registration nurses. This introduction to the world of Higher Education was where I discovered my passion for education in this setting. Despite the wide ranging education skills I brought with me from clinical education, the transition to Higher Education was a steep learning curve.

I was offered a high level of support in my induction period to the University of York, especially from the Department of Health Sciences, as I took up my post as a Lecturer in the Child Nursing Team. That support has been maintained as I have developed in my role and career with the Department. I have utilised every opportunity available from the University to develop in my role, accessing available CPD opportunities with POD and engaging in forums and workshops. I have presented posters at local and national conferences and developed my skills for writing for publication, and have successfully published in peer reviewed journals. After commencing my role in November 2008 I engaged in developing the simulation based education delivered to the students on the Children's Nursing programme, taking the lead on this due to my current clinical experience. I had a great interest in how different simulation approaches, both low and high fidelity, could enhance student experience and knowledge acquisition. There were limitations as to how much simulation could be incorporated, however, once curriculum development was underway for a new approach to pre-registration nursing training following the release of updated national standards, I was in a position to influence how we could utilise simulation throughout a programme at each stage of student learning.

Programme leadership

In the early summer of 2009 I commenced the role of programme leader for the Children's Nursing Programme, this was a new challenge I was keen to embrace. This provided me with the opportunity to look at how we shape both the content and delivery of our programme and also to ensure we offered appropriate levels of student support. During my first year as programme lead, I approached one of the local Safeguarding Children's nurses to look at how we approach child protection training and education within our programme. In partnership we devised a unique and innovative way to enhance student learning. We moved from a traditional instructional model of highlighting and identifying injuries, to using simulation to allow students to engage in a scenario. This assisted them in developing the skills to identify risk factors, observe, document and communicate appropriately. This was evaluated with a research project and the results were very positive. After its first year of being included in the programme, one of the students on placement was able to recognise a child in need and have the skills to escalate their concerns appropriately.

In the summer of 2011 I took up the role of Undergraduate Admissions Tutor for Health Sciences whilst retaining my programme leadership. I commenced this post against a backdrop of organisational change as a new governance structure was introduced. In this role I have been responsible for recruitment to three full-time programmes and two part-time programmes, these equate to approximately £6.5 million of income for the Department. It is necessary to meet not only the needs of the University and the Department whilst recruiting these students but also the needs of our NHS partners, as the programmes are funded through NHS bursaries. I have overhauled all the recruitment and selection processes, to ensure they are fair and equitable and streamlined the process for Departmental staff involved.

My career has developed through both teaching and scholarship, looking at how we can maximise educational resources for students, accepting the challenges of programme leadership and then taking on the responsibility of a significant administrative post for a large Department. The combination of these achievements, along with the other work I have undertaken, has led to my promotion to senior lecturer in 2014. I look forward to new challenges as I continue to strive for the best student experience at the University of York.

***Katie Batley** is a Senior Lecturer in the Department of Health Sciences. Katie has a particular interest in the use of simulation in helping students develop their clinical and communication skills and has a keen interest in education regarding safeguarding children. Through this, she has worked with practice colleagues to develop an innovative form of teaching safeguarding skills to undergraduate student nurses, utilising simulation techniques. Research identified very positive results for students from the learning perspective and she has presented this at several national conferences around simulation.*

ANITA SAVAGE GRAINGE

My journey to applying for promotion to the post of senior lecturer started in 2005 when I worked for the NHS as a specialist mental health nurse and was seconded to a lecturer post for two days a week in the Department of Health Sciences at the University of York. I had been employed for 18 years in the NHS at this point and had a wealth of skills, knowledge and practical experience. I had also been fortunate in my NHS post to engage in part-time study at the University of York on the MSc Psychosocial Interventions course. During my student and secondment experience I observed some excellent and creative teaching supervision methods that were to influence and shape me as a teacher.

In 2008 I commenced full-time employment at the University of York as a grade 7 lecturer. I soon took on programme leadership responsibility for the BSc Psychosocial Interventions course and was in a good position to shape teaching, supervision and methods of assessment. I was also encouraged by my team leader to teach and involve myself in a range of other programmes as well as attend departmental meetings and boards; suggestions were made as to how I could influence these groups and take a leadership role within them. The rationale for this encouragement being to gain a depth of academic experience that would help my career development.

Continued development

As part of my post and probation requirements I enrolled on the Post Graduate Certificate of Academic Practice (PGCAP). This provided new learning and lots of personal reflection to help develop my role and teaching. My successful completion of the course carried both academic recognition and professional registration status with the Nursing and Midwifery Council, allowing me to register as nurse tutor.

I have and continue to play a key role in ensuring teaching remains current, innovative and relevant to current mental health practice in the NHS. My teaching content reflects the knowledge and skills required in an ever changing NHS. I have reviewed and altered a range of assessment methods; the programme I lead incorporates written essays, OSCE assessments and audio recordings in practice as methods of assessment. Importantly teaching is varied and ranges from delivering evidence based theory, facilitating student presentations and discussions, and recording skills practice sessions so that live coaching and feedback can be offered. I have developed a small DVD library of skills demonstrations to aid students' skills development. I have had four articles published that share innovative practice in teaching.

A component of my teaching time is spent delivering group clinical supervision. The focus of this is on individual and family work where an individual experiences psychosis. Some of this work is complex and requires a robust supervision structure to facilitate the student in developing new complex skills.

Since commencing employment at the University of York I have involved practitioners from local mental health services and patients with lived experience in my sessions. This enhances and varies the student experience and is well evaluated.

I have ensured that I remain credible in NHS practice settings by providing group clinical supervision, student support and convening regional best practice forums for practitioners.

In order to develop my career I have, and am still, engaged in a variety of departmental meetings and boards. These have included chairing the APEL group and leading on decisions allowing students to transfer previous accredited teaching and experience. I am currently chair of Undergraduate Board of Examiners in Department of Health Sciences; this is a challenging role that I took on prior to my application for promotion.

External engagement

During my journey to promotion I have realised it is important to look outside of the University of York and network with other academics from other institutions. I am currently appointed as an external examiner and held one external examiner's post prior to this. A primary benefit of this role is the discussion around quality teaching, assessment and student feedback. A number of quality ideas have emerged from such discussions. I am also a member of Mental Health Academics UK; this group is a forum for engagement in academic dialogue around teaching and assessment as well as current research.

There are various approaches... but you need to learn some basic survival strategies first.

I am a member of the national THORN Steering Group. This group is based in Belfast and is synomonous with high standards of education and practice around psychosis. I was influential in gaining accreditation to THORN for York Psychosocial Interventions Programme in 2011. This status has the distinction of recognising accreditation and expertise beyond the University of York. As part of this group I have a direct influence on curriculum design for universities applying for accreditation at a national level.

The experiences and professional activities I have discussed in this brief outline of my journey to promotion have been interesting and exciting. I have been supported well by colleagues throughout. It is a pleasure to teach at the University of York.

Anita is a Senior Mental Health Lecturer in the Department of Health Sciences. Anita is interested in clinical supervision of students and groups engaging in family work and psychological interventions. She provides group supervision in two community teams, an inpatient unit and a regional secure unit. Anita has extensive experience of working as a community mental health nurse in South London, Stockton and Northallerton.

TANGO, a collaborative e-learning project

Carmen Álvarez-Mayo, Languages for All, received a Rapid Response Grant to develop TANGO, an online platform to further language study.

I started devising TANGO in the summer of 2011, after receiving an unexpected visit from one of my colleagues from the University of Oviedo. It occurred to me then what a good idea it would be to work more closely with my colleagues in Oviedo and enhance our students' learning experience.

Initially I thought about designing some collaborative work using email and message based chat. However, I realised that, in this day and age, real time face to face communication would be more appropriate to raise student engagement and motivation; building working partnerships, where students took an active role and a responsibility of their learning.

TANGO consists of two websites, both of them bilingual. One site hosts the Spanish and English tasks, and the other is the online portfolio where students publish their work. Tasks in both languages mirror one another, dealing with the same topics. However, they are very specific to each language and culture.

The TANGO pilot started in February 2014 with participants visiting the TANGO homepage to read instructions to start contact with their working partners. A dozen LFA Spanish Level 2 students initiated contact with their counterparts at the University of Oviedo and began a joint venture into the exploration of each other's language and culture.

Shared learning

Students wrote to their partners to introduce themselves and organise a plan of action, to agree when and how to contact one another fortnightly and discuss their assigned tasks and any challenges they encountered.

Using TANGO our students in York practised and learnt Spanish while they discovered Asturias, the Spanish Northern region where I am from. They learnt about its main cities and traditions, were introduced to Spanish political geography, learnt about Spanish food, pop and alternative music, hobbies, art, film, literature and festivals, etc. Similarly, in return, students in Oviedo discovered Yorkshire and its cities, British political geography, traditions, etc.

Students in both countries following the themes presented in each task, studied and researched a variety of topics, as well as being exposed to new vocabulary and expressions. They discussed what they had discovered with their partners and shared opinions and experiences. Furthermore, they helped one another clarifying any issues they encountered in a student led learning partnership.

Here are some examples of feedback received from students:

"(The most positive thing was) practising speaking to a sympathetic native speaker and helping one another to learn new words and phrases".

"I liked the regular visual and verbal contact with a native Spanish speaker living in Spain. To have face to face contact with someone in another country was a new experience".

"(The most positive thing about the project was) the introduction to more Spanish culture. Learning about pioneering figures in the Hispanic world gives a broader understanding of such a vibrant culture and helps to understand the cultural norms".

"I really liked the flexibility we have worked with. We decided how to organise our work and you didn't need to spend many hours working to make the most of the experience. There was always something to learn with each task, new vocabulary, new uses of words already known, some cultural acceptation, things you can only learn from native speakers".

Improved learning

TANGO is an online platform to further language study following a communicative approach. A series of tasks especially designed for foreign language students helps them learn about topics related to their syllabus, from both a grammatical and a thematic point of view. Students use the target language in context to learn more about each task; they read, watch and listen to videos. They learn from one another by actively researching and discussing topics. Students discover each one's countries and culture, their similarities and differences, and using their online portfolios they share and display a diversity of personalities, interests and knowledge using a range of new media skills.

Towards the end of October, at the LFA student event celebrated in Central Hall, I spoke to one of my students involved in the pilot. He is still in contact with his TANGO partner. Both of them still discuss and learn Spanish and English language and culture.

TANGO is an international tool to expand and share knowledge and good practice enhancing our students' learning experience. Extending TANGO's outreach would be a very smart way to develop links between our partner universities, enriching the experiences of visiting staff and international students.

"El tango se baila a dos" ≈ "It takes two to tango"

https://sites.google.com/a/york.ac.uk/tango/

***Carmen Álvarez-Mayo** is a Teaching Fellow and Spanish Coordinator in LFA. Since October 2005 she has contributed to the development of the foreign language courses and the curricula, learning materials and assessments; as well as the Spanish L&LS degree. She worked at Instituto Cervantes in Manchester and Leeds, and she has a long and varied experience working as a translator, interpreter, editor and voice over actor. Carmen has many interests amongst developing learning and teaching materials, Non-Verbal Communication, New Media and Equality & Diversity Issues.*
https://www.linkedin.com/pub/carmen-álvarez-mayo

CASE STUDY

Departmental integration for English language teaching

James Chantry , York Management School, and Kevin Tennant, Centre for English Language Teaching, discuss how they have introduced an integrated approach to English teaching to provide a departmental connection.

James Chantry *has worked for the Centre for English Language Teaching since 2007. As Senior Tutor in English for Academic Purposes, he works closely with several departments, including Economics, Engineering, Politics, Psychology and the Management School, devising language classes to meet the academic needs of non-native speakers of English. He also works for the Department of Language and Linguistic Science delivering a module on English Language Teaching. Previously, he had taught in Poland, Hungary, Portugal, Spain and Australia.* ***james.chantry@york.ac.uk***

Dr Kevin Tennent *is a Lecturer in Management at The York Management School. His research focuses on management history in international and public management. He has teaching experience at LSE, The Open University Business School and TYMS, where he has convened the postgraduate dissertation module, involving more than 300 students and 40 supervisors, as well as teaching strategic management to students across a range of TYMS programmes. He has also taught strategy to third year undergraduates. Kevin is currently devising a new module focussing on management and strategy in international business for MSc International Business and Strategic Management Students.*

The summer months of July, August and September are extremely busy in the Centre for English Language Teaching (CELT) as we work with students hoping to start a degree course in the autumn term. For the vast majority of these young people not only does our 'Pre-Sessional' course represent the first time they have experienced life in the UK (and often even outside their own country), it is also the 'condition' that must be met before they can gain entry to their chosen degree path. In addition to overall language improvement, the course serves to develop crucial academic study skills such as engaging critically with topics and integrating sources to develop an argument, aspects that the IELTS system fails to foster.

One problem we face is the issue of how to appeal to students from a broad range of academic disciplines and yet remain relevant to their studies. To meet this need, we have run a departmental-specific Pre-Sessional course for TYMS (The York Management School) for the last four years, which has greatly benefitted from the direct involvement of TYMS staff; we have a guest lecture slot each week and the course assessment is devised to tie in with TYMS degree programmes. Of course, the result is that the students feel connected with their department as well as being empowered to meet the academic challenges.

Once the academic year starts, we provide a weekly English language class, specifically designed to target the linguistic skills needed whilst undertaking a degree programme, as we do for a wide range of departments. However, where TYMS differs is the introduction of **an integrated approach** where a CELT tutor will attend TYMS sessions, often lectures, and will negotiate with TYMS lecturing staff to design the material for the CELT class that will enhance the students' ability to take part actively in seminar discussions and produce assignment work that meets the criteria.

The problem with a generic model of EAP (English for Academic Purposes) is that the students often fail to see the connection with the actual modules they are studying. No matter how successful we are at improving their use of English and heightening their understanding of study skills, if CELT sessions make little reference to actual degree programme content, the students will vote with their feet when times are busy and reading lists are mounting. It is clear to us within CELT that departmental collaboration is crucial if departments wish to see progress for a greater number of their international students. Liaison with module leaders where specific course and assignment details are discussed makes a world of difference. The sharing of good and bad exemplars will enable CELT staff to go through specific language points with students, with the result that far greater clarity is felt.

In order to extend CELT's work with TYMS where most of the focus has been on postgraduate students, we are hoping to run a specific undergraduate Pre-Sessional course in the summer of 2015. To build on this relationship, I accompanied TYMS's Dr Kevin Tennent on a visit to Beijing in September 2014 to visit a key agent, ACE Leader, and to observe classes at UIBE (University of International Business and Economics) so that we could see how Chinese students are taught in their home environment. It will come as no surprise to say how busy we found life and education to be for these young people; they live with parental and society pressure on a daily basis. The point was made to us that the opportunity to study in the UK is a chance to escape the rigid life they experience with the large number of contact hours, but that we need to guide them to make the most of their time here. In conjunction with departmental support, CELT sessions will help bridge this gap.

CASE STUDY

What is the little yellow 'UK' sticker for?

Tony Ward, Department of Electronics, shares how he has used group-based explorations to develop questioning.

Good learning is founded on students having the opportunity to mix, work together on problems, network and construct meaning for themselves in their study technical domain[1]. We can help them achieve better engagement by encouraging them to not only ask questions but asking the right questions.

I would like to share with you one example of how we use group-based explorations of a technical product to develop questioning skill to arouse student curiosity. The impact is improved student question response and proactive questioning. We have developed a short session for our taught masters students in Engineering Management induction programme and our year 1 undergraduate Business Management module[2]. Whilst we use a technical product as the focus, the technique encourages both technical and business questions.

Exploration

We start with the purchase of some cheap electronics products – a radio alarm clock is a good choice. At around £5 for the bottom end of the market product we can let the students take it apart and throw it away at the end. Working in groups students are given one product per group and asked to ask questions about the product initially without opening the box. To seed the process we give a few example questions such as 'Who do you think the product is aimed at?', 'Why is the box the size it is?' And my favourite question, 'Why is that little yellow UK sticker on it?'

Quite often students give the obvious answer that it is because it is sold in the UK. True but why, when the product is made in China (it says so on the box) and, it comes in a Tesco box and presumably

put in a larger box in the factory destined for the UK, does each product need a little yellow sticker saying it is for the UK? This usually gets the students thinking about where else the product is sold. Tesco sells products into a number of different countries including Slovakia, Poland, Czech Republic, Hungary, Malaysia, China and more. With labelling on the box in multiple languages the product is obviously sold in multiple countries – and the fact that the package labelling is in multiple languages tells them the answer to why the little yellow sticker is there is not a packaging issue. The answer is deeper than that but equally simple when you know why. Mostly students need a nudge to get to the next level – in what way is the UK market different to that in Slovakia, Poland, etc? A look inside the box might give a clue here – the radio alarm clock has a case, electrical lead and plug. The more astute students ask the question is the plug different in Slovakia? A search on the web with a question along these lines would show, yes indeed it is different. In fact across the world there are approximately 20 different plugs and many more now obsolete plugs that still exist in some older buildings. In the UK we used to have three round pin plugs and, for those old enough to remember them, bayonet plugs that use to plug into a light fitting in place of the bulb, often used to run the electric iron. So, we have part of the answer – the plug is different – and in the factory as soon as the product is put in its box it is 'localised' to the UK and the rest of the production process needs to know this.

This new cooking technique is not what you're used to... but why not give it a try?

"Curiosity and a fair degree of leading at the beginning starts the student down the path of questioning.

Delving further

Now for the techy part – when the students take the product apart they can see where the mains lead goes inside, and what it connects to. In addition to the large range in mains plug across the world there is also a considerable range in supply voltage. In electronic products there are two modern ways of converting mains voltage to the low voltages used for electronic circuitry – either through a transformer, rectifier and voltage regulator circuit or a switched mode power supply. The former method is physically recognisable by a modest sized transformer – quite easy for the trained eye to point to in any product – and it is usually the first component the mains lead connects to after the on/off switch. If there is a transformer it is much harder to make the product work across a very wide range of voltages – you really need a different transformer for different voltages; also a product localisation issue that can explain the little yellow sticker.

But then the last product we purchased was a battery operated radio – no mains connector at all – but it still has the little yellow sticker on it. Why? The students could find no product localisation issue at all until they looked at the instruction leaflet – which was just in English, not English and Slovakian, Polish, etc. Single language – that was the only localisation and the only reason for the little sticker.

Curiosity and a fair degree of leading at the beginning starts the student down the path of questioning – in any direction we like, technical, business, marketing, even through to financial by asking them how it can possibly be made, shipped half way round the world and sold with every part of the process making at least some profit and be sold for £5. The answer to all the questions can be found on the web in fractions of a second – if the right question is asked. Try typing "Why is that little yellow sticker on the product?" into Google – it is not the right question. In these classes no question is ever ridiculed or belittled, all are valid. By having some fun in this exercise and creating a buzz in the room, students become more at ease with asking questions and this, as evidenced by a couple of years of experience, means we get more in-class engagement – from all nationality students.

For more details contact Tony Ward or Noel Jackson.

References:

[1] P. Knight and M. Yorke, "Employability and good learning in higher education," *Teaching in Higher Educ*, vol. 8, no. 1, pp. 3–16, 2003.

[2] N. R. Jackson and A. E. Ward, "Curiosity Based Learning: Impact Study in 1st Year Electronics Undergraduates," presented at the 10th International Conference on Information Technology based Higher Education and Training (ITHET), Istanbul, Turkey, 2012.

Tony Ward *graduated from Bristol University in Electrical and Electronic Engineering. He worked in the UK and the US in a range of engineering and management roles and, after 18 years in industry, started a technical training company before coming to York in 1993. He was the founding Director of the White Rose Centre for Excellence in Teaching and Learning in Enterprise. His research interests lie in engineering education and entrepreneurship. Contact him via email* ***tony.ward@york.ac.uk***

Want to share?

The Learning and Teaching Forum provides many opportunities for colleagues to share practice.

Forum aims to bring together and support colleagues involved in teaching and supporting learning across the University, and to nurture and disseminate creativity and good practice.

Contribute to the Learning and Teaching Conference

The 2015 conference, *One size does not fit all*, will take place in Week 9 of the summer term: Wednesday 10 June 2015. The theme will explore how learning and teaching can contribute to all students reaching their potential. It will examine the implications of diversifying delivery of programmes and how students are supported in the process of achieving their potential. A key theme will be the way in which programme design can address the range of student ability and levels of student engagement. The conference will also focus on the ways in which inclusivity and diversity can be integrated into the curricula and teaching.

Proposals for discussion papers, workshops and poster presentations are invited.

The call for contributions is now open and further details can be found on the website ***http://bit.ly/1tYHdWJ***.

Write a magazine article

The next issue of Forum, due out at the beginning of the Summer Term 2015, will tie in with the conference theme, exploring how learning and teaching can contribute to all students reaching their potential.

If you would like to contribute an article highlighting an example of good practice please do get in touch. Please contact us, ***learning-and-teaching-forum@york.ac.uk*** if you have something to offer.

Run a workshop

Forum run a series of lunchtime workshops each term, open to all colleagues involved in teaching and supporting learning, including postgraduates who teach. The workshops are run by colleagues from across the university and delivered in a variety of formats.

If you would like to share your own practice at a workshop please drop us a line, ***learning-and-teaching-forum@york.ac.uk.***

Spring 2015 series:

Workshops run from 12.30-2.00pm, with lunch available from 12.15pm.

- **Wednesday 28 January 2015 (week 4)**
  Key Skills in the Curriculum: Help! I'm teaching research skills
- **Monday 9 February 2015 (week 6)**
  Enhancing engagement: Problem-based learning – A fairy tale?
- **Monday 23 February (week 8)**
  Technology in Practice: Creativity in the Connected Classroom
- **Monday 16 March**
  Exploring the research evidence base of the new Learning and Teaching strategy

Please see the website for further details and to register, ***http://bit.ly/1tYHdWJ*** .

Join the debate

The Learning and Teaching Forum has a new website, ***http://yorkforum.org/***. The website will be used to disseminate information from workshops and the magazine, and gives opportunity for readers to contribute to the debate.

UNIVERSITY of York

Call for contributions:
Deadline 30th January 2015

ONE SIZE DOES NOT FIT ALL:
ensuring all students reach their potential

University of York Learning and Teaching Conference 2015: Wednesday 10 June 2015

Students come to the University of York with **different** expectations, **different** learning styles, **different** needs, and **different** ambitions.

The conference will explore the implications of diversifying delivery of programmes and how students are supported in the process of achieving their potential. A key theme will be the way in which programme design can address the range of student ability and levels of student engagement. The conference will also focus on the ways in which inclusivity and diversity can be integrated into the curricula and teaching.

Workshop themes:

- use of personalised learning approaches within teaching
- ensuring fairness / enabling unimpeded learning by students from diverse backgrounds
- dealing with a range of student ability and levels of student engagement
- embedding training for students on appropriate conduct
- addressing unconscious bias within our teaching
- addressing diversity and promoting inclusivity through module content
- examples of good practice relating to PGWT activities which successfully address individual student learning styles
- the meaning, nature and implications of inclusivity and diversity in higher education.

Posters: Any learning and teaching themes

Call for: Discussion papers, workshops and poster presentations

The deadline for submissions is **Friday 30 January 2015** (Week 4, Spring Term).

Further information about this conference and the call for contributions is available on the website ***http://bit.ly/1tYHdWJ***

Learning and Teaching calendar of events: Spring Term 2014

WEEK 2 W/B 12 JANUARY 2015		
Thursday 15 January 2015	9.00am-4.30pm	HG21, Heslington Hall Written assessment, marking and feedback day
WEEK 4 W/B 26 JANUARY 2015		
Wednesday 28 January	12.30-2.00pm	HG21, Heslington Hall Key Skills in the Curriculum: Help! I'm teaching research skills
WEEK 5 W/B 2 FEBRUARY 2015		
Tuesday 3 February	3.00-4.00pm	HG09, Heslington Hall Staff Turnitin awareness session
WEEK 6 W/B 9 FEBRUARY 2015		
Monday 9 February	12.30-2.00pm	HG09, Heslington Hall Enhancing Engagement: Problem-based learning – A fairy tale?
WEEK 7 W/B 16 FEBRUARY 2015		
Friday 20 February	12.30-4.00pm	HG21, Heslington Hall Marking consistency half day
WEEK 8 W/B 23 FEBRUARY 2015		
Monday 23 February	12.30-2.00pm	HG09, Heslington Hall Technology in practice: Creativity in the Connected Classroom
WEEK 9 W/B 2 MARCH 2015		
Monday 2 March	1.30-4.00pm	HG21, Heslington Hall A workshop for supervisors
WEEK 10 W/B 9 MARCH 2015		
Monday 9 March	12.30-2.00pm	BS/008, Berrick Saul Building Taught Masters Special Interest Group
Thursday 12 March	11.00-12.00 noon	LBU/003 Raymond Burton Library Staff Turnitin awareness session
WEEK X W/B 16 MARCH 2015		
Monday 16 March	12.30-2.00pm	LMB/036X, Law and Management Building Exploring the research evidence base of the new Learning and Teaching strategy

Key to the calendar

Events organised by the Learning and Teaching Forum. Open to all staff and PGWTs. For further information, see ***www.york.ac.uk/staff/teaching/sharing/sharing-practice/workshops***; to register, contact ***learning-and-teaching-forum@york.ac.uk.*** If you are unable to attend an event but would like a copy of the materials, please let us know.

Freestanding workshops offered by learning support colleagues. Please contact ***janet.barton@york.ac.uk*** for further details or to book your place.

Taught Masters Special Interest Group: for further information, see ***www.york.ac.uk/staff/teaching/sharing/sharing-practice/special-interest/***; to register contact *janet.barton@york.ac.uk*

Academic Integrity: Staff Turnitin awareness sessions. Please contact ***alison.mckay@york.ac.uk*** for further details or to book your place on a session.

25435 – www.york.ac.uk/design-print-solutions