

Learning and Teaching Centre, University of Glasgow

Dr Vicky Gunn
Director

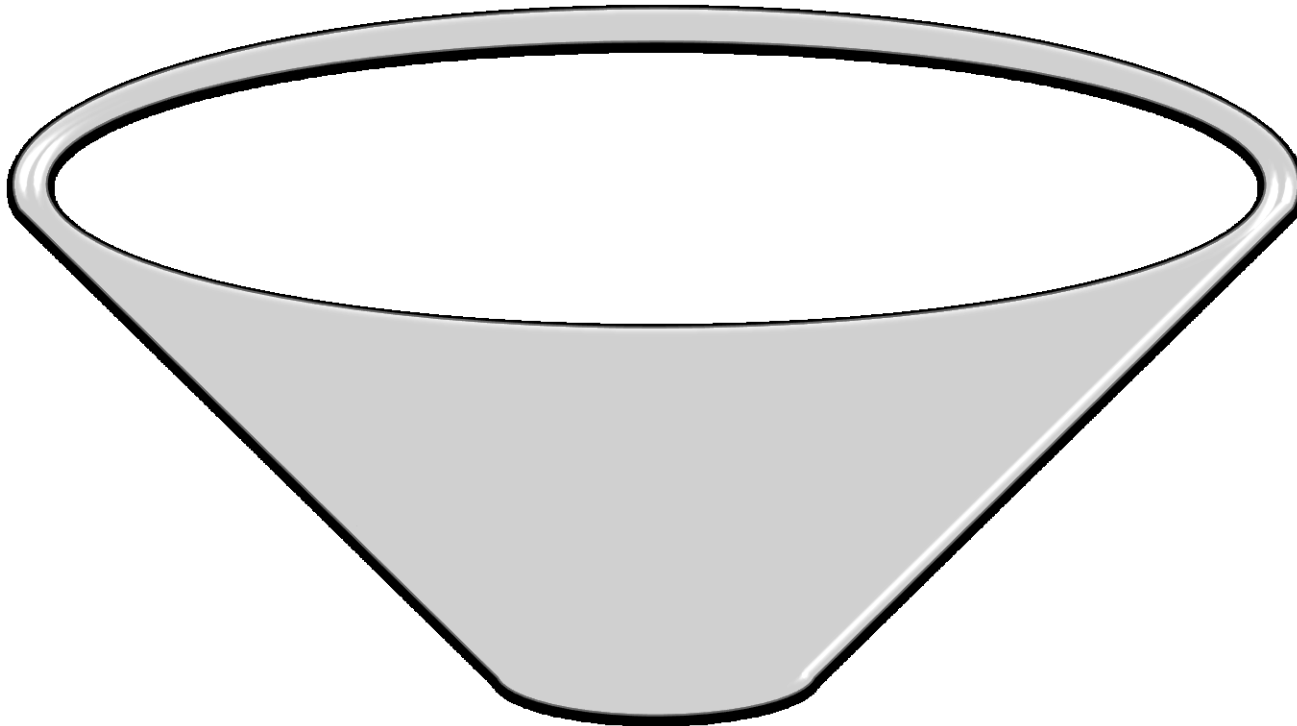


Core HE Educational Demands – balancing a LTC's foci

Provide an educational environment in which all or some of the following are addressed:

1. Student achieve an appropriate level of disciplinary mastery
2. Mastery of the discipline and appropriate levels of transferable attributes
3. Students are enabled to enter fit-for-purpose into a profession
4. Students' awareness of and engagement with *bigger* issues for societally appropriate futures
(workforce, social justice, democracy, sustainable futures)

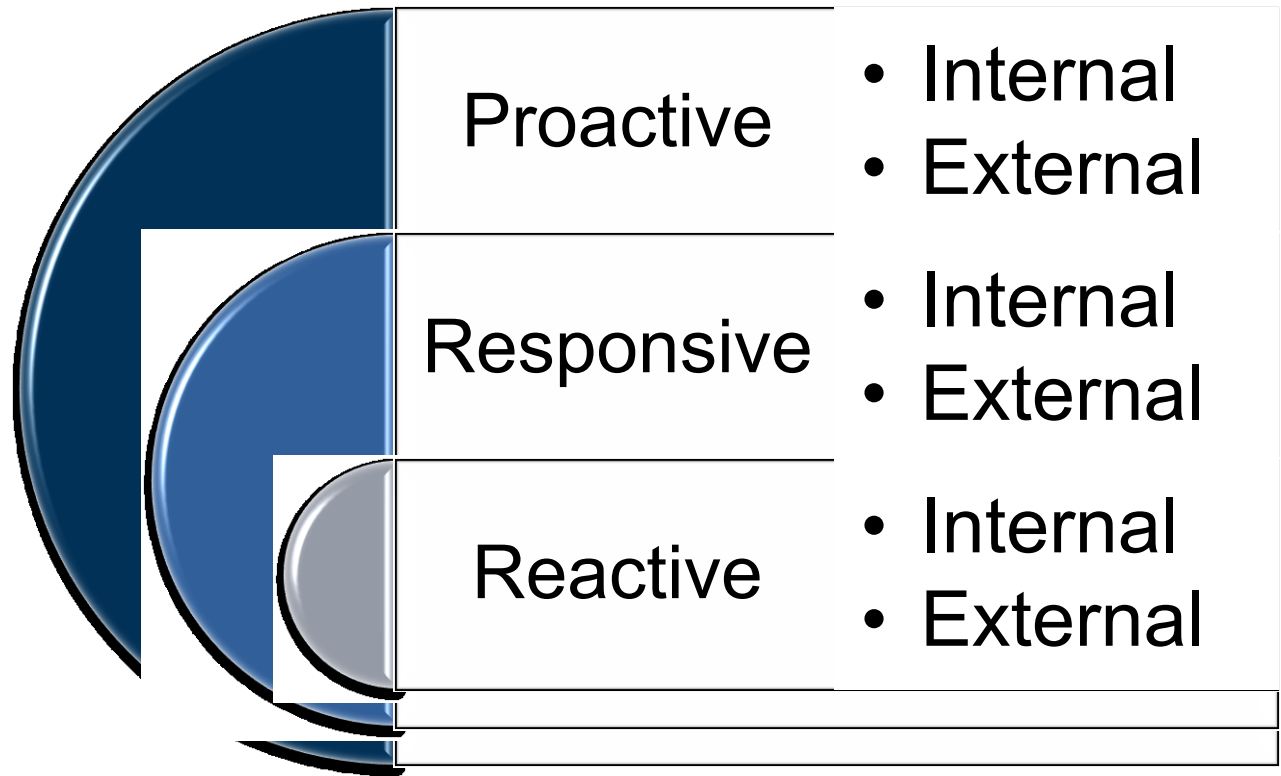
Institutional Drivers



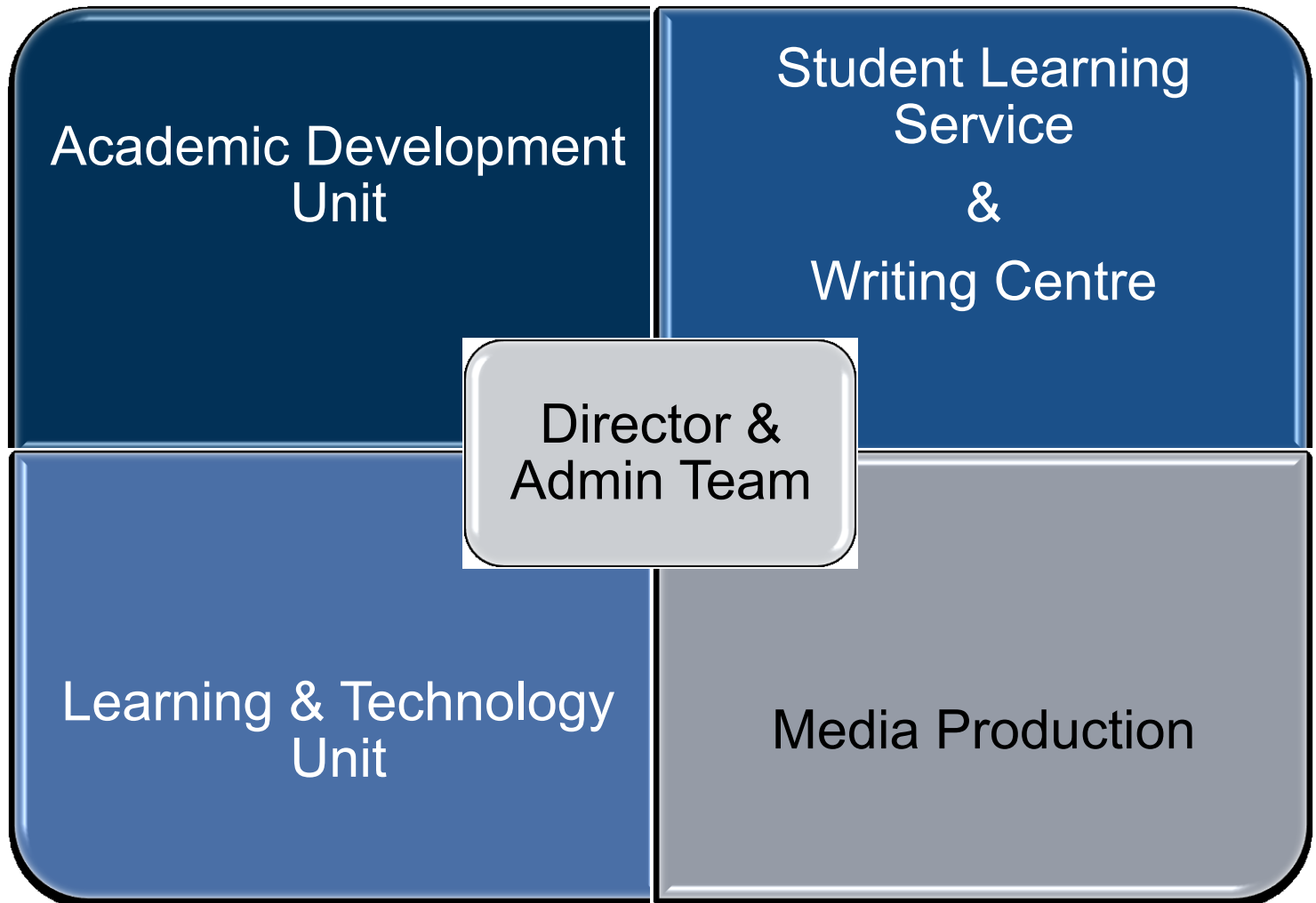
Need for systematic,
institution-wide approaches

L&T Centre as Institutional leader?

Calling forward innovation and creativity or re-establishing conventions?



Operationalising a LTC to lead & assist strategic directions



L&T Strategic directors & additional budgets

- VP Learning & Teaching
- College Deans L&T
- L&T Committee
- Distributed networks of teaching enhancers
- Student Representative Council

Chancellor's Fund

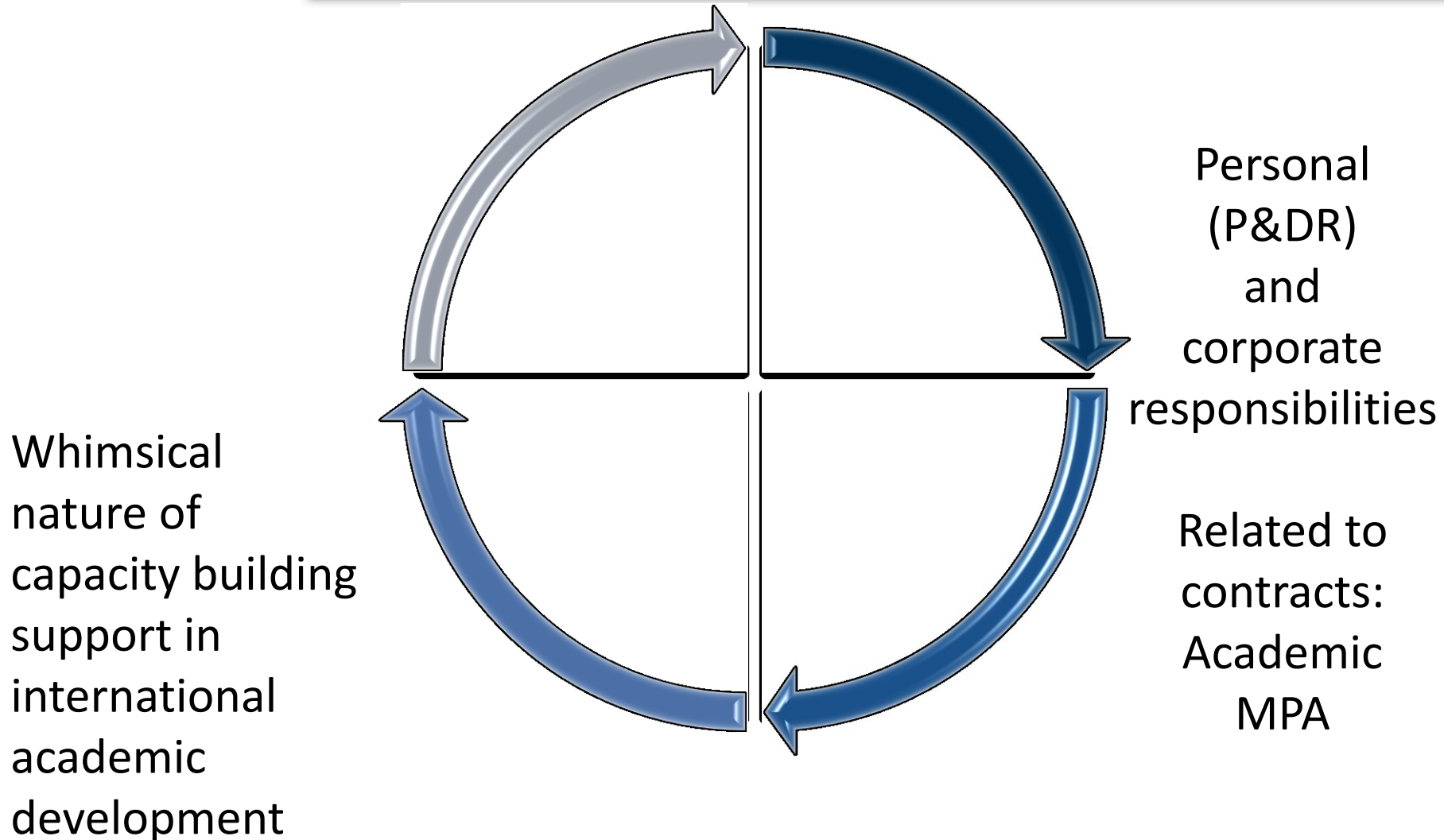
LTDF

QAA Scotland

External TDGs

Funding Councils

Externally facing work & income generation: LTC

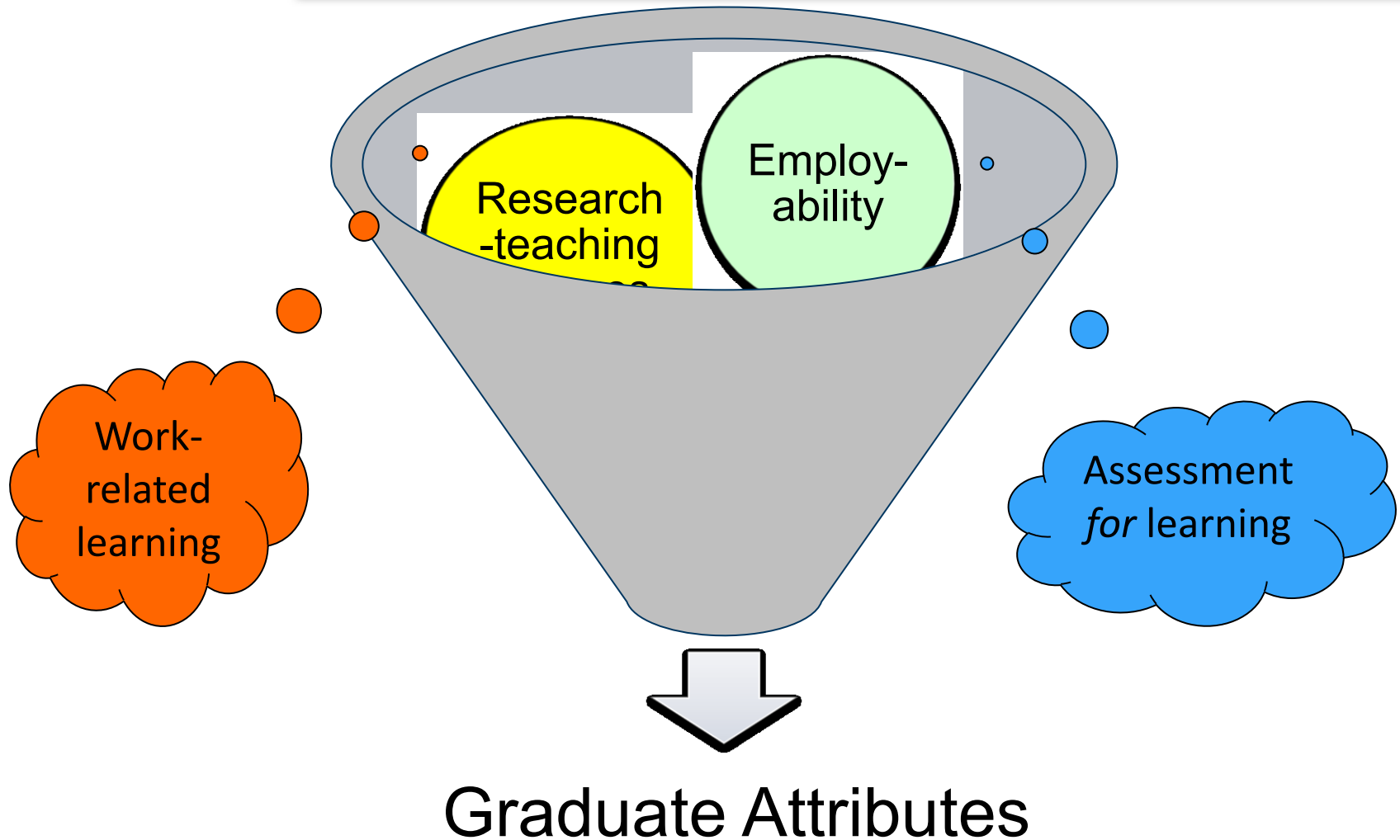


Internal engagement with apparently external demands

Project and strategy processes related to teaching enhancement:

- Academics' 'Teacher' development: CPD Framework -ADU
- Student academic development: SLS & Writing Centre
- Enhancement themes – Director & ADU
- Virtual environments – Learning Technology Unit

Example 1: Working with Enhancement Themes



Direction – 5 Year Pathway

Pulling QAA Enhancement Theme funds and external teaching development funds into a long-term agenda

Graduate
Attributes project
(2009-11)

Graduate attributes &
international students
project (2011-12)

Curriculum mapping
and assessment blue-
printing project
(2012-14)

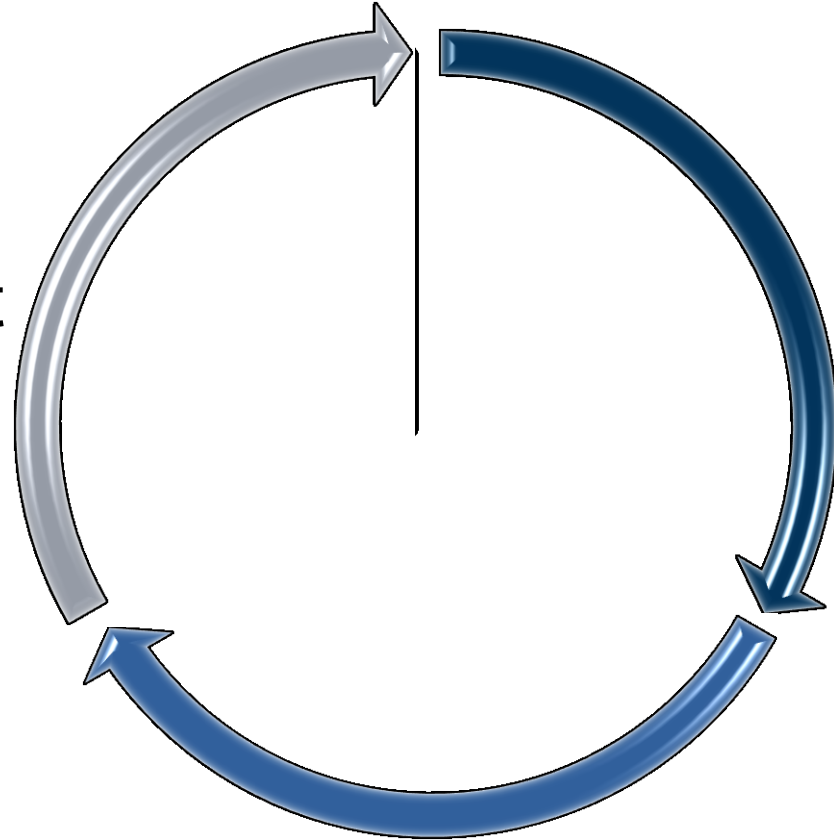
and institutional change

Student designed matrix (via student interns)

10 Graduate
Attributes:

Three interdependent
dimensions

Framework in which
own strengths and
weaknesses to be
identified



What we've learned from working with Enhancement Themes:

- **Prioritise:** disciplinary engagement (staff and students) in the first instance;
- **Focus on:** assessment and feedback as the vehicle to improve links to the University's learning and teaching strategies and directions;
- **Work within:** a long term 'stealth' plan – systematic linking of teaching enhancement projects to one direction

Example 2: Virtual worlds - Moving beyond the dream



LTC in the University's E-Learning Vision

E-Learning Vision

Empowered, engaged, creative
community

Fostering Investigative Learning



E-Learning Strategy

Harnessing advantages facilitated by technology on campus &
beyond



Practical support

TELT
Contacts

L&T Development
Fund

Learning &
Teaching Centre

Curriculum
Architect

Implications

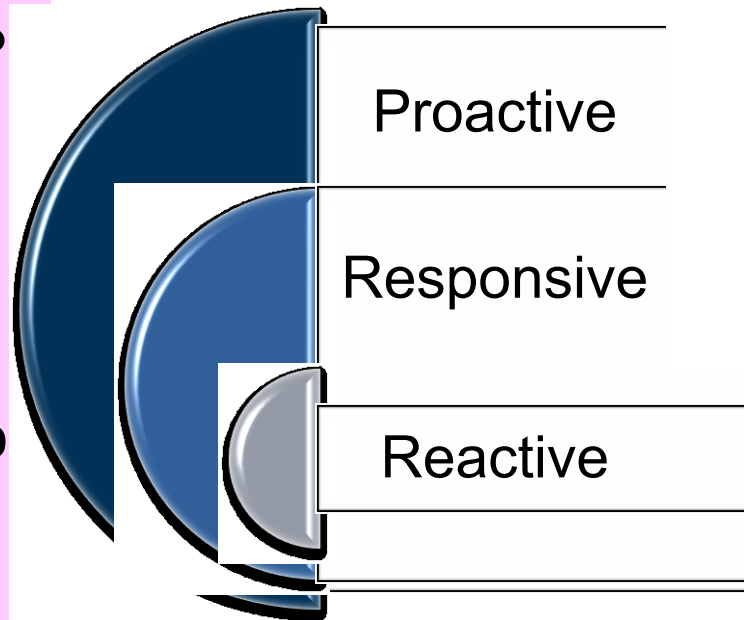
- Inter-professional working between different specialists (research, teaching, services, architects – physical & curricular) in one organisation
- Inter-generational working – students and staff
- More pragmatically: Curriculum mapping and assessment blueprinting – disrupting programme siloes

L&T Centre as institutional leader

Evocative or
Conventional
Leadership?

Within the
Centre

Externally to
wider
academic
arena



Future
considerations

Researcher
development

Project-based
innovation agenda

Annual resource
fluctuations