

## Annual report 2003/4

### Key objectives for 2004/2005

The LSE Teaching and Learning Centre aims to promote the quality of teaching and learning across the School through working directly with staff and students at all levels. In addition it provides staff development opportunities relating to all aspects of the academic role under the headings of:

- Teaching
- Research
- Academic management and administration
- Personal development

Centre staff are involved in staff development and training, tutorial support, direct consultancy work with individuals and groups on matters related to teaching and learning and the production and dissemination of guidance materials and sharing of good practice. The director of TLC and adviser to students with disabilities and dyslexia also play an important advisory role in policy development on a variety of issues.

TLC staff are developing their national and international profile and have responded to several requests for visits from external organisations. We believe this is to the advantage of both the team and the School.

TLC is formally located within the Human Resource division but is also guided by and works in close liaison with the Deputy Director responsible for teaching and learning issues. It currently has five full time members of staff, and a number of part time staff working on particular projects. Much of TLC's funding remains reliant on HEFCE "ring-fenced" funding, some of which comes to an end in July 2005, and the rest in July 2006.

The Teaching and Learning Centre includes the Disability Office. Details of the activities of the office are included below. In 2003/4 the Centre for Learning Technology underwent an APRC review. As a result of the review, the Director of CLT will report to the Deputy Director Teaching and Learning on matters relating to the School's learning and teaching strategy and to the Librarian and Director of Information Services for operational and policy matters. As such, this is the last year that CLT activities will be reported via the

Teaching and Learning Centre. However the two units will continue to collaborate and ensure that quality enhancement involving use of technology in teaching is fully integrated into academic development activities.

This report highlights the main achievements of the different elements of TLC activity in the academic session 2003/4 and sets out priorities for the coming year. It also includes an annex reporting on progress against the HEFCE-funded Teaching Quality Enhancement Fund activities. Reviewing plans set out in last year's report, all but one of the objectives was achieved, and a number of additional issues have been addressed.

In the coming year, one "external" agenda item that TLC will need to address, in consultation with colleagues across the School, is the expectation set out in the 2003 White Paper that "we will expect all new teaching staff to obtain a teaching qualification which meets the standards from 2006" (para 4.14 The Future of Higher Education DfES 2003), and institutions will also need to provide opportunities to enable continuing professional development for "accredited teachers" to remain in good standing.

The remainder of this report addresses core TLC and CLT activities:

- Academic staff development
- Educational development
- Research into teaching and learning
- Central study support
- Disability Office
- Centre for Learning Technology

#### Academic staff development

We identify a number of specific target groups for staff development:

- new academic staff
- new graduate teaching assistants/guest teachers
- established staff
- research staff
- conveners and other senior academic managers in departments, centres and institutes
- any staff wishing to undertake accredited training in teaching and learning in HE.

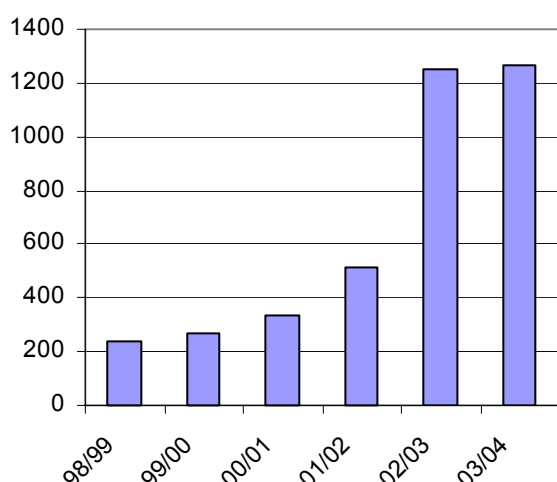
## Highlights of 2003/04

The series of graphs presented all show the growth in both what is on offer to staff and uptake of that offer by staff across the School. In all cases, growth has been significant. Furthermore, we have ample evidence to indicate that staff find what is on offer worthwhile. Internal evaluations indicate that for the vast majority of sessions, colleagues would recommend others to attend, and rate sessions as excellent/very good. For example, across all training provision for graduate teaching assistants in 2003/4, 90% rated the sessions as either excellent or very good, and 98% would recommend the various events to colleagues.

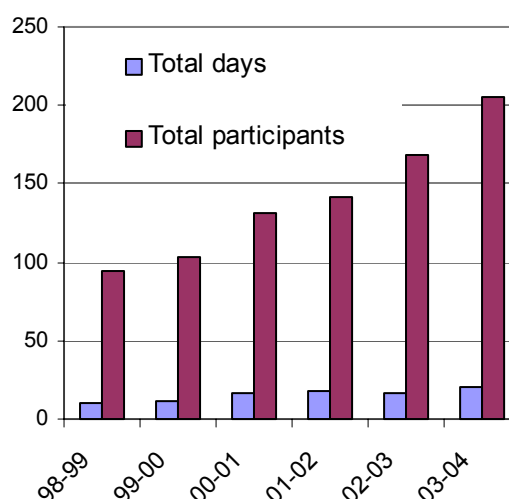
the remainder during the year. In the majority of cases, whilst they were new to teaching in a particular department, they had taught (and been trained) previously in the School. In the end, only nine did not receive training, six of these are Language Centre staff who receive their own training anyway.

In addition to the central events, a substantial amount of staff development activity that is undertaken is less "visible", taking the form of one-to-one consultations (TLC averages around 150+ of these per year), extensive email contact providing direct advice and feedback on many issues, funding for staff to attend external training, tailored work related to educational development projects (see next section), publications, website and production of teaching videos.

**Total number of central sessions attended 1998-2004**



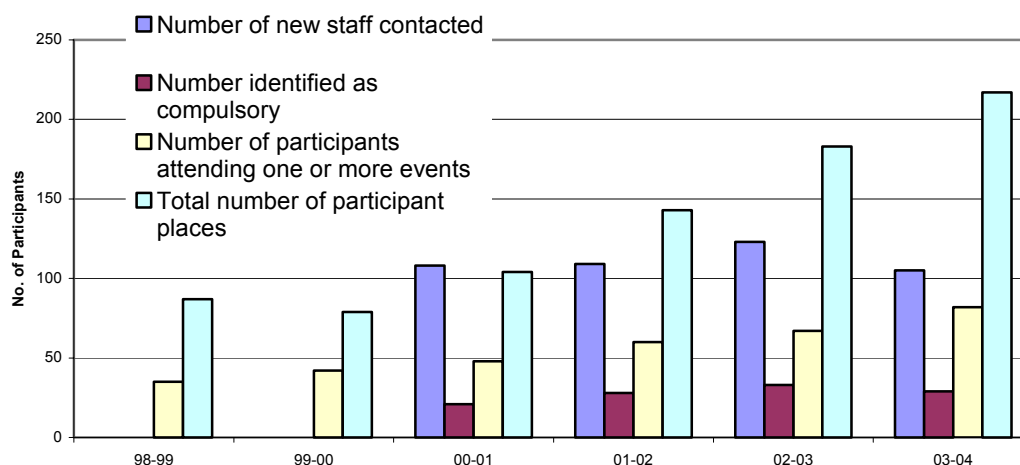
**Attendance at the Graduate Teaching Assistant programme 1998-2003/4**



Key points to note from the graphs are:

- near five-fold increase since 1998 of uptake of training. This applies across all departments.
- excellent uptake of the new staff induction, with virtually all those for whom the workshops are "compulsory" attending.
- high take-up of training by postgraduates who teach. Of the 227 "new" teachers 173 (76%) attended training in 2003/4. TLC followed up

**Attendance at New Academic Induction Programme 1998-2004**



**Major developments in provision in 2003/04 include:**

- a special programme for **contract research staff** (a detailed report on this is available);
- increased provision for **conveners and other academic managers** (primarily through one-to-one consultancy, support for away-days, and support for internal networking);
- increased uptake of the **LSE teacher accreditation programme**. Seven people have now successfully completed the programme, and growing numbers are enrolling;
- Use of the new **GTA Handbook**. TLC has had positive feedback on the handbook, which is now also available electronically: [www.lse.ac.uk/resources/graduateTeachingAssistantsHandbook/](http://www.lse.ac.uk/resources/graduateTeachingAssistantsHandbook/)



- focus on **disability equality**. For the most part, this has been embedded in other sessions, although there have also been special events offered;
- increase in the number of staff for whom special development provision was offered/taken up as a result of **appraisal**. Much of this took the form of one-to-one consultations, teaching observation, and specialist support including funding to attend external training.
- Development of “**guidance notes**” on Disability Equality and Writing Exam Questions, to be circulated 2004/5.
- Development of **in-house** provision for **PhD supervisor training**, building on new **research** and development activity by TLC in this area

**Priorities for 2004/05**

For 2004/5 and 2005/6 the School will receive special funding from HEFCE in order to address the White Paper requirements for training for new entrants to teaching in HE and continuing professional development, through its

“Professional Standard” funding. These funds will be used to:

- increase staffing for the LSE Teacher Accreditation Programme,
- develop the C&IT component of that training,
- enable TLC to benchmark the programme against similar programmes elsewhere in the country
- extend the GTA handbook to develop a handbook for all staff involved in teaching and learning support at the LSE
- fund staff to attend external training/have tailored in-house training.

TLC will also continue to benefit from HEFCE Rewarding and Retaining Staff funding which contributes funding to:

- training for class teachers
- training for contract research staff
- support and development for conveners and directors of institutes/research centres.

In addition TLC will:

- provide feedback to conveners concerning training uptake by new academic staff to enable them to consider this alongside the student feedback results;
- consult and advise on policy development concerning the HEFCE “new entrant” training requirements and continuing education provision;
- continue to enhance existing provision and ensure that quality is sustained.

**Educational Development**

TLC plays an active role in enhancing the quality of teaching and learning at the LSE. Much of this is achieved directly through staff development (see above). In addition TLC contributes to course, programme, departmental and school-wide educational development through the various mechanisms highlighted below.

**Highlights of 2003/04**

- involvement in TLAC and SAC committee and **TLAC reviews**, and follow-up activities arising: 7 reviews in 2003/4 - see Teaching Matters Special 2003/4 for details;
- managing, and disseminating the outcomes of the **LSE Teaching Development Fund** (funded from HEFCE TQEF): projects developed in 2003/4 include:
  - Social Psychology Web Journal and Multimedia
  - Careers Service Writing References Project
  - LSE PhD Skills Week and Conference June 2004
  - Support for Mature Students
  - Integrating video materials into Law Teaching

- Case Studies for Strategy (Interdisciplinary Institute of Management)
- Chinese Media and Globalisation (Media and Communications)
- Revitalising departmental student study space (Industrial Relations)

- developing the **student learning support** provision across the LSE (see next section);
- **research** into institutional practices and student experience (see later section);
- involvement in **promoting and rewarding teaching excellence**: in 2003/4 HR produced new guidance, with advice from TLC, for the teaching component of major review / promotions candidates. 14 candidates consulted with the director of TLC concerning their application for teaching awards. There were 8 teaching awards for Major Review candidates, publicised through a "News and Views Special" based on interviews undertaken by TLC. TLC also assisted 3 candidates in their nominations for National Teaching Fellowships. Whilst none of these was successful, such applications may improve LSE visibility, and can also be seen as a way of recognising staff across the School that we believe have made a significant contribution to teaching and learning at LSE.
- involvement in preparation of **bids for external funding**: This year, LSE put in two bids under the HEFCE CETL scheme and two Fund for Development of Teaching and Learning (FDTL 5) bids. Whilst only one of these bids (FDTL5 submitted by Edgar Whitely, Information Systems, on Plagiarism, Computers and Values: Preventing Plagiarism Among International Business and Management Postgraduate Students) was successful, the process has provided some important learning, which should lead to more success in the future. In addition, it is clear that many of the ideas included in the various bids are developing further. TLC is also involved in preparation of a Stage 2 CETL bid with Oxford, which if successful will address elements of the "professional standards" agenda.

In 2003/4 CLT also provided a significant number of teaching development funds, which supported the development of around 100 new WebCT - supported courses. These represent a major component of the educational development activity in the School, as each project effectively provides detailed hands-on development support to at least the lecturer leading the project and a research assistant, and possibly several other colleagues involved in course delivery.

### **Priorities for 2004/05**

- continued work on sustaining base-line activities outlined above. This will include:
  - further development work related to the LSE PhD experience and PhD completion rates
  - preparation of discussion papers related to course materials/documentation (extending from work undertaken in 2003-04 on programme handbooks)
  - development work arising from in-house research into assessment practices;
- determine the way forward for promoting educational development at the departmental level. A key question to be addressed is whether the use of Teaching Development Funding should continue once HEFCE TQEF funding ceases in 2006, or whether some other mechanism may prove more appropriate/beneficial.
- review of unsuccessful funding bids, determining future potential and possible approaches to improving our profile in this area.
- as appropriate support the preparation for academic audit and subsequently support any developments arising.

### **Research into Teaching and Learning**

TLC has, since November 2003, been joined by research officer Frederico Matos who, alongside the TLC Director, has been involved in researching the LSE PhD experience. We expect this work to contribute to TLC training and development activities for both supervisors and PhD students and guidance to departments on ways of improving PhD provision. Improvement of students' experiences and benchmarking of LSE provision against external indicators and guidance are key objectives of this work.

We have also been investigating other issues, as included below.

### **Highlights of 2003/04**

- Analysis of survey on PhD students' financial situation (to be published in Teaching Matters)
- Assessment of information (website, handbook) provided to PhD students, resulting in a circular to departments with suggestions for better practice
- Assessment of how/if departmental processes and structures, as indicated in their documentary evidence, meet funding bodies guidelines/codes of practice (focus on research training provision and review/upgrade practices)
- Interviews with PhD students on aspects of their experience and analysis of interviews

- Assessment of information provided in the handbooks (undergraduate, masters) resulting in a circular to departments with suggestions for better practice
- Use of the above to put together training package for new PhD supervisors, used in the first PhD supervision training session run entirely in-house.
- Survey and report on one-to-one study support provided by TLC
- Students and teachers' WebCT/CLT evaluation
- Analysis/report of class teachers' survey
- Study of developments on writing courses for Economics

### Priorities for 2004/05

- Integration of research findings into TLC training and development activities and publications
- Interviews with research student tutors and supervisors
- Continue interviews with PhD students (probably widen scope)
- Liaise with departments to analyse problems and suggest solutions
- Strengthen links between TLC and departments so as to allow a constant flow of information and help
- Analyse practical impacts of advice to departments in provision of information to students
- Explore ways in which research findings can further develop central provision to improve PhD students' experience (including sense of belonging to academic community)
- Making findings increasingly public (internally and externally) – and with this raise TLC's profile
- Develop new research strands, possibly to include:
  - Student use/expectations/response to and learning from lectures
  - Student use/expectations/response to and learning from formative feedback
  - Different approaches to MSc dissertation support across departments and their impact on student progress

## Central study support

### Highlights of 2003/04

- 20+ **central lectures** and workshops continue to be well attended by students;
- uptake of the **one-to-one** study support continues to grow;
- 350+ students from across all LSE departments applied to attend a **new series of events**, aimed at helping students with

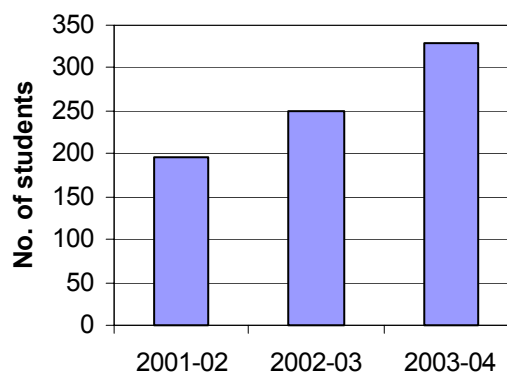
their **MSc dissertation preparation**. Each person booked on average 5 of the sessions offered, with over 1600 individual session bookings;

- 140+ **PhD students** from across all LSE departments each applied for on average 6 sessions in the week-long series of events on career development and conference presentations targeted at PhD students. There were over 800 individual session booking requests;
- **feedback** on the one-to-one service continues to demonstrate that the students that use it appreciate it. However, uptake on the quantitative support has been quite limited, and some new developments are under consideration for 2004/5
- TLC staff contributed to a number of **student study support activities within departments**. This year most notable was involvement in the "dissertation strand" of the new LSE LLM programme.
- Work with LSE Careers Service on plans for developing an on-line **personal development planning** record system for students and a **reference writing manager** for academics

### Priorities for 2004/05

- Continuation of the **core services**, and further experimentation with different approaches to quantitative study support, at departmental as well as central level
- Production of "**Learning Matters**" – new publication from LSE aimed at students
- Implementation of the **PDP/Reference Writing project** ready for role out across departments in Sept 2005.

Attendance at one-to-one study support sessions





## Disability Office

### Highlights of 2003/04

- Consolidation and implementation of the **School's action plan (see box)**

The implementation team, co-ordinated by the Secretary's Office, continued to monitor and record actions throughout the year against the following headings, which indicate progress, and Disability Office involvement as appropriate:

**Physical Environment:** Estates has a three-year plan to make improvements to general accessibility of buildings, including signage. Includes input from Disability Adviser.

**Information and Communication:** a system for providing School publications in alternative formats is in place and all correspondence concerning events should carry invitations to discuss individual needs.

**Admission of Students:** through meetings and negotiations, we have encouraged the embedding of provision for disabled students into all current systems and processes

**Disclosure and Confidentiality:** a leaflet including a flow diagram has been produced, to give guidance on good practice across the School. This is included in a new note of guidance for all those involved in teaching

**Services to Students:** again, inclusive practice is being embedded in all areas through review, evaluation and monitoring of current systems

**Teaching and Learning:** departments need to continue to anticipate necessary changes and an *Individual Student Support Agreement (ISSA)* is the vehicle for making 'reasonable adjustments' as required for an individual student who has 'registered' with the Disability Office. This year, the ISSA was signed by students and circulated via departmental managers and the format was changed to give more detail, in response to feedback from the previous pilot year. This incorporated applications for special exam arrangements, in close co-operation with the Deans, the Special Exam Panel and the Exam Office.

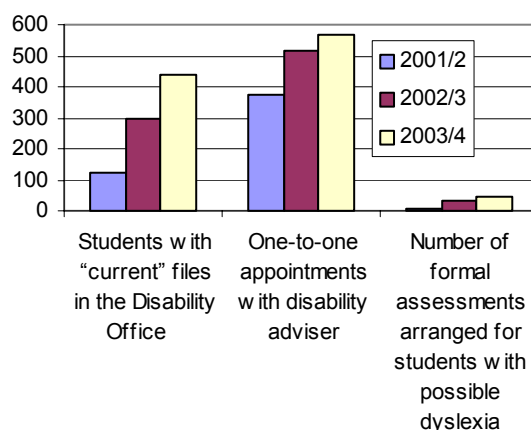
**Training:** this has been integrated into staff development programmes, by TLC and SDU, with some specific, targeted sessions provided by the Disability Office and the Speakers' Bureau

**Students' Union:** there has been consolidation of the work of the Society for Students with Disabilities/Dyslexia and the role of the representative on the SU executive committee. Physical adjustments to increase accessibility have been part of the refurbishment of the SU buildings and they are planning an audit of their policies and practice.

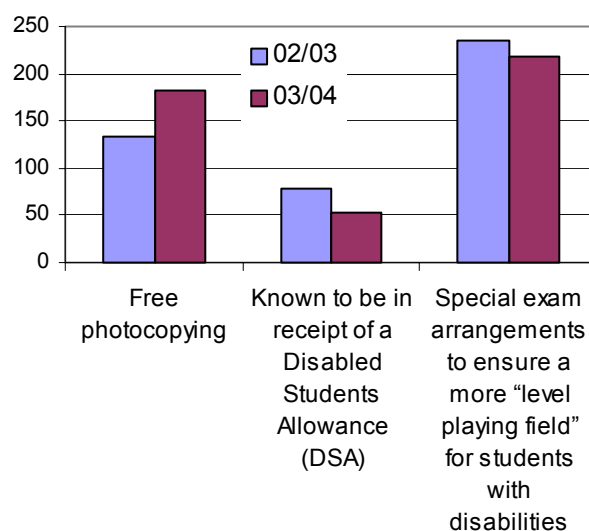
**Monitoring and Evaluation:** we have built on the recommendations of the Audit and School action Plan and used HEFCE Strand 1 funding to commission a focus group report by an external consultant. A report with recommendations, has been circulated to members of the implementation team for action, and is available on request. Data collection and tracking of 'input, throughput and output' is being organised by ARD.

- Production of **Disability Equality Reference Folder (DERF)**. These have been produced, ready for distribution to departments and divisions when given the go-ahead by the implementation team, hopefully at the beginning of Michaelmas Term, 2004.
- Case work with individual students and individual support** (see graphs): over the year we have had three consecutive Community Service Volunteers (CSV) to work with students in LSE Circles Network, providing practical and study support for disabled students across the School.
- Funding small projects in academic departments to improve disability equality** – we have two completed reports: Anthropology investigated sub-titling old video and film material for hearing-impaired students and Economics considered the need to adjust teaching and learning approaches for students with dyslexia.

**Case work with individual students and individual support**



**Additional figures (records started 2002-03)**



### Priorities for 2004/05

- Re-locate and establish a ground floor Disability Office in A40 to improve student access and provide a resource base.
- Re-establish provision to support students with specific learning difficulties, such as dyslexia, dyspraxia, ADHD etc.
- Deliver 'Guidance on Good Practice' booklet to all members of academic staff, through TLC
- Development of training:
  - Produce training package on DDA Part IV in partnership with outside company for use across the School.
  - Training/awareness raising targeted at departments not already "reached". In particular: group training for staff involved in central design and publications (BSS/Press office/Design Unit / Reprographics), wardens and subwardens of LSE residences; Anthropology, Economics, Social Psychology, Maths, Statistics, Government, European Institute, Gender Institute, Media and Communications, Geography and Environment, Language Centre.
- Respond to new legislation by developing the DE School Action plan to include new duties, with regard to recommendations made in Focus Group report to further embed disability equality across range of LSE services, procedures and activities
- Review and improve the system of Individual Student Support Agreements (ISSAs)
- Develop a satisfactory system of keeping records, to enable easier monitoring of levels of usage, demand and provision
- Consolidate work of Speakers' Bureau and LSE Circles Network
- Strengthen role of the Disability Consultative Forum as focus for consultation with disabled staff and students.

### Centre for Learning Technology

The CLT believes that if the School is to maintain and enhance its reputation and competitive position for teaching, it needs to be making effective use of technology in a way that builds upon the existing strengths and distinctive approaches within the School. In practice, this means working with the academic community to combine the best of face-to face teaching with the possibilities offered by e-learning. We are seeking to develop approaches that in sum will offer students a richer learning environment than can be provided by traditional methods alone.

### Highlights of 2003/04

- A major milestone was the successful outcome of the **APRC review**. CLT now has permanent established posts and continuing funding
- **WebCT**: The main way in which the Centre supports developments in online learning and teaching is to work with departments to develop resources, discussion areas, assessment and similar on the Web through the use of a Virtual Learning Environment, WebCT. This academic year has shown a major growth in the use of this system.
- An **evaluation of WebCT** has clearly demonstrated its success. Student satisfaction ratings are running at about 90% and some 87% wished to see it used on more courses. CLT are now receiving many more emails from students asking why it is not available on courses that are not currently using it. Staff have also been generally positive although not uncritical. They have found the experience demanding but worthwhile.
- **Staff development** and support: CLT offers both pedagogic and technical advice to staff on an individual basis. The Centre ran a range of staff development and support activities in the Academic Staff Development Programme. These workshops have been well received by participants. We also encourage academics working with CLT to share experiences and disseminate good practice through "show and tell" sessions and similar CLT contributes to new staff induction programmes and the LSE Teacher Accreditation Programme.
- The Centre administers a **development fund** to support departments in the introduction of learning technologies.
- **Evaluating and introducing learning technologies**: CLT evaluates the potential of various learning technologies that may be of significance for the School including: personal response systems, mobile learning and digital video presentation environments.
- The CLT managed the **integration of Fathom resources** into the School so that the many valuable resources developed by Fathom are used for non-commercial teaching purposes.
- CLT has contributed to the formulation of **policy and strategic decision-making relating to use of technology for learning and teaching** in the School. This included contributions to the Distance Learning Working Group, LISC and the ICT Managers Group.
- Obtaining **external funding**: The Centre is committed to exploring with others in the

School external funding opportunities where they contribute to School Strategic goals. The best example of this is the successful £1.3 million JISC/NSF Anthropology bid with Columbia University. This project, DART (Digital Anthropology in Learning and Teaching) is now underway and attracting considerable interest. The project is developing innovative approaches to teaching using learning technologies initially within Anthropology but in the later stages of the project, cascading the approaches into other discipline areas within the School.

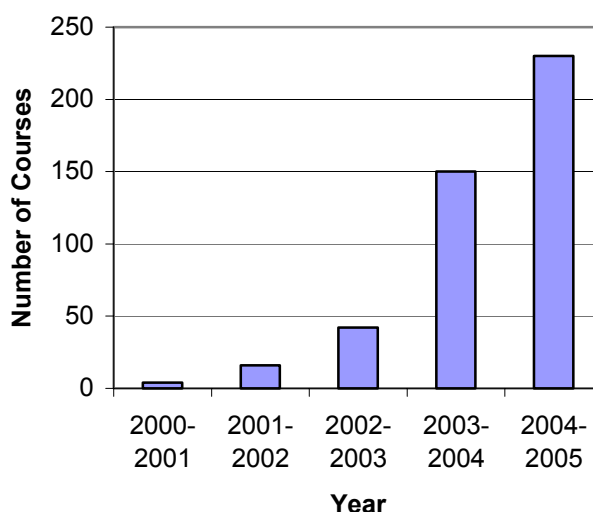
- The CLT has also contributed to the successful bid from the Library to JISC for the DELIVER project that examines linking virtual learning environments with library systems and improving ways in which reading lists can be developed and used. This project received £100K of external funding and is likely to provide real benefits to the School as a whole.
- CLT seeks to enhance and extend its **links and potential collaboration** with other universities and organisations. Good links have been established with Imperial College and this has led to several visits and the identification of possible areas of collaboration. Meetings and visits have been held with staff from various institutions including UCL, Edinburgh University and Dublin. CLT is involved in a joint project with WebCT and Avant-Go (a company involved in mobile technologies).
- **Scholarly activities:** CLT Staff have in the last year contributed to a number of publications including book chapters, journal articles, conference papers and presentations. They are represented on national committees, international groups, editorial boards, programme committees etc. A presentation of the work of the Centre has recently been given at a major European conference.

#### Priorities for 2004/5

The key priorities include:

- Expansion in the use of WebCT
- Improve integration with class based activities
- Develop pre-sessional activities for all Masters Economics students
- Enhance our contribution to the staff development programme
- Develop E-literacy courses
- Extend the use of digital video
- Contribute to the development of flexible classrooms
- Investigate the use of ICT to address a range of identified pedagogical issues in Anthropology

The growth in WebCT



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