

**TLC: What we do**

The Teaching and Learning Centre supports individuals and departments wishing to develop the quality of teaching and learning in the School. In practical terms the TLC:

- Co-ordinates an in-house programme of events and the initial teaching induction for both full-time and part-time staff involved in teaching and research;
- Offers one-to-one educational consultations tailored to particular needs and interests, including teaching observation;
- Alerts staff to external events, providing funding as appropriate;
- Supports departmental development, following internal departmental reviews;
- Keeps the School up-to-date on developments in teaching and learning in HE nationally and internationally, through departmental links, the Teaching Matters newssheet, and our website;
- Works with the Centre for Learning Technology to aid the integration and use of technology into the main teaching and learning activities of the LSE;
- Co-ordinates student study support across the School including advising students with disabilities and providing dyslexia support;
- Undertakes research into teaching and learning, currently the "LSE PhD experience".

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**Departmental teaching developments****Digital Anthropology Resources for Teaching**

By Dr Jerome Lewis and Luke Freeman

**The aims of the DART project**

The DART project in the Department of Anthropology at LSE is a way of exploring how digital media can be used to promote effective learning in anthropology. The long-term

objective of the project is the promotion of the idea that a wide range of digital media can be harnessed as a means of supporting embodied, experiential learning. Pedagogical philosophy informs our use of technological tools rather than the other way round.

DART aims to inspire academics to find new ways to teach which could exploit the potential of technological innovations and to encourage them to be creative and experimental in their teaching – to dare to be different. Digital tools might be one of a number of ways of doing this.

**Some DART teaching strategies**

Current teaching practice is dominated by a culture that relies heavily on one-way information flows; students' learning depends on listening a lot, reading a lot and writing a lot. While respecting the useful and necessary aspects of this culture, DART seeks to supplement it in a number of straightforward ways using tools that are easy to employ and do not demand great technical knowledge.

**Images**

Images are far more memorable than text. But when lecturers use PowerPoint they tend to overload it with text. Our solution is to use visually arresting images to provide an experiential link to the ideas discussed, thereby facilitating recall.



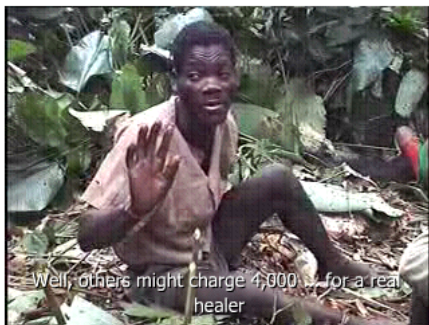
### Role-play

One way we have experimented with embodied learning is to use role-play. The Ba-Li ethnographic experiment aimed to give students first-hand experience of the intellectual challenges facing an ethnographer in the field, and in making an analysis. The students did participant observation in 'invented' cultures. They analysed their experiences and wrote reports, which they were able to compare on WebCT. We discussed the implications in class.

### Computer-based simulation exercises

To develop and hone students' analytic skills we developed two digital tools.

'What's Going On?' took the Ba-Li experience further. Students tried to interpret ethnographic footage shot amongst African hunter-gatherers. Initially they were supplied with only minimal linguistic and background knowledge, but this was increased in stages to mimic the incremental acquisition of knowledge throughout fieldwork.



Currency in Congo-Brazzaville  
A healer

03:09.5

The 'Betsileo Rice Challenge' aimed to challenge the students' understanding of the typical analytical categories so often used to structure ethnographies, such as technology, ritual or economy. By attempting to grow rice as a computer-simulated Malagasy highland rice-farmer students became aware of the complex interactions and overlap between these analytically separate domains.

### Live discussion Q&A sessions:

After having studied an ethnography students were required to elaborate and pose questions to the ethnographer in a face-to-face situation. "Meet the Ethnographer" aimed to get students to exploit their understanding of the link between fieldwork, ethnography and analysis in framing critical questions to be asked live to the ethnographer in person or through a video link.



### Classes

Putting students into small groups to discuss and debate issues in classes and seminars encouraged engagement, confidence and participation. In one seminar the students even danced. PowerPoint is very effective to structure and guide small group debates in class.

### Voyages of self-learning

Encouraging interactive learning, embodied learning and active participation is a crucial facet of teaching which DART seeks to develop at the LSE. DART's techniques aim to suggest ways in which students can learn for themselves rather than depending on dictated knowledge. Here are some of them:

- Establishing contexts which challenge obvious assumptions;
- Getting away from purely textual learning;
- Confronting students with memorable images;
- Not expecting students to listen, read and write at the same time;
- No pre-prepared student presentations to be read out during class;
- Using questions to guide students to discover for themselves the significance of the topic taught;
- Group and pair work;
- Varying the way students report back;
- Emphasis on the positive feedback relationship between student learning and staff research;
- Realia (food, drink and tools);
- Video observation exercise;
- Music listening exercise.

### Technical support and development

The expertise and enthusiasm of Steve Bond in the CLT were crucial to the development of the tools and the teaching strategy. Guided by Steve Ryan, he has worked incredibly hard to create tools that are easy to use for students and easily adapted for use by other teachers.

### Teaching away plagiarism

Dr Edgar Whitley and colleagues in Information Systems are embarking on a new R&D project on plagiarism, in collaboration with colleagues at Lancaster University and the JISC Plagiarism Advisory Service that is based at the University of Northumbria. This follows their successful bid for a HEFCE "Fund for the Development of Teaching and Learning Project"

The aim of the project is to develop and disseminate the necessary resources to deal with plagiarism amongst international students in UK postgraduate programmes in Business and Management Studies (BMS) in a *progressive and formative* manner rather than in the typical reactive and punitive manner. This will be done by: developing an understanding of different cultural perceptions of plagiarism; understanding and supporting the writing practices of international students; developing ways to use plagiarism detection systems in a fair and formative way; and finally, by developing policies and resources for dealing with plagiarism by international students on an ongoing basis. Obviously, the outcomes of this project will also be potentially relevant to many home students in BMS and international students in other disciplines.

This newsletter is available in electronic format and, on request, in alternative formats. Please contact the TLC Administrator ([tlc@lse.ac.uk](mailto:tlc@lse.ac.uk)).

## Plagiarism at the LSE

One way of dissuading students from plagiarising is to educate them as to what constitutes plagiarism and how they will be penalised if caught plagiarising. Below are some examples of recent cases (anonymised of course), which staff may wish to use when explaining plagiarism to students.

1. An undergraduate student who was faced with his third attempt at a course plagiarised in an essay worth only 10% of his marks. He had already achieved the pass mark for the course when all his marks were added up, but he was found guilty of plagiarism and given a zero for the entire course. This resulted in him being deregistered, having failed at this third attempt.
2. A third year undergraduate finalist was stuck at one point in an assessed essay, and used his friend's notes, verbatim, to get over the problem. His friend had used the same notes verbatim, and both students were charged with plagiarism. The friend who had copied was found guilty of plagiarism, and given a zero for his essay. This resulted in him dropping a classification from a 2A to a 2B. The student from whom he copied was found not guilty, but underwent a traumatic experience.
3. A Masters degree student used another person's dissertation from several years ago to structure his own dissertation. However, he paraphrased heavily from that dissertation, and did not acknowledge his source. He was given a zero for his dissertation, and for all the assessments that he had undertaken in the year.
4. A third year undergraduate finalist copied extensively from a webpage in her long essay, which she did not acknowledge. She was given zero for the long essay, which brought her down a classification.
5. Two students worked closely together on an essay, dividing up the sections between them. They then wrote more or less identical essays. They were found guilty of plagiarising from each other, and given a zero for their coursework.
6. An undergraduate student copied extensively from 8 different websites. These were fairly obscure, but a JISC analysis picked them up, and the student was given a zero for his coursework. He then failed the course, and because he had already failed another, he was required to repeat the whole year.
7. An overseas Masters student on a scholarship failed to pay sufficient attention to referencing and plagiarised extensively in his dissertation. He was awarded a zero for his dissertation, and for all assessments undertaken during the year. His scholarship only applied for one year, and he therefore failed the course.
8. Students have often plagiarised from the world-wide-web, believing that their source will not be found. It nearly always is. LSE teachers are at the leading edge of their field, and they have read almost about everything there is to read on their subject. Also, JISC searches now pick up more and more cases of plagiarism. One student recently plagiarised an entire article from the web, and a simple JISC search took 15 minutes to identify his source.

## Society, Art & Language in a Virtual learning Environment

*By Hervé Didiot Cook, LSE Language Centre*

Communicating in French across social boundaries and academic disciplines

### Initial starting point

For a student at LSE, learning French is about developing cognitive and linguistic skills in the target language through the study of a series of topics in politics, economics, and international relations. This focus reflects the specialist nature of the School, and makes our courses relevant to the needs of social scientists we educate. However, we believe that our courses bring a lot more to students and instructors alike if courses extend their realm to relatively new areas of e-learning and transferable skills.

### Experimentation

We introduced in the academic year 2002-3 a mentoring scheme between our undergraduates taking post A Level French at LSE and a group of sixth formers studying a vocational course in Business French at Archbishop Michael Ramsey Technology College (AMR), an inner city secondary school 20 minutes away from LSE. These sixth formers find the transition from GCSE to the Business course quite difficult. LSE students can model given situations (video recordings, CV...) and provide help and linguistic support. For LSE students, CV's and role-plays are part of the course work and gaining confidence and some experience as a mentor is now valued by recruiters. More crucially, social issues (exclusion, race, poverty) are part of the curriculum in a French context and contrasting with the UK is fascinating. Archbishop Michael Ramsey Technology College is in the unenviable position of being situated in the most deprived London borough (2<sup>nd</sup> most deprived in the UK).

### What was observed

Developing autonomy and reciprocity, enhancing reflective learning were objectives we managed to reach. However, Archbishop Michael Ramsey students told us that it was often very difficult to seek practical help on a specific exercise with a remote mentor. They were unable to point out to LSE students which part or specific detail of the exercise they were struggling with, unless they photocopied the material and called their partner. This was too awkward.

### What was done

To address this issue, we decided to develop a virtual learning environment (VLE) using WebCT. Both groups now share the same online environment. The business French course is now fully online to benefit the South London sixth formers as well as our undergraduates who might want to brush up their telephone or interview skills.

The second pedagogical innovation rests on hosting a virtual residence to a French artist. Art and culture are key components of French national identity. Therefore we thought it would be relevant if we were to introduce such a scheme in a language course aimed at students in social sciences. Thanks to the support of the Institut Français du Royaume-Uni, both sets of students (AMR and LSE) have the opportunity to interact with Michel Herreria, a visual artist based in Bordeaux. He teases us on a weekly basis with a series of graphic animations and discusses not only his work with our students but also topics, which matter to him and us as citizens in Europe.



### Provisional results

This type of Virtual Learning Environment maximises learning while fostering autonomy. Both schemes (mentoring and artist in residence) work towards building partnerships and weaving relationships between the two groups of students and, therefore, manage to create an e-learning community across social and digital divides. [www.lse.ac.uk/Depts/language/French\\_main/LSE\\_French\\_Main.htm](http://www.lse.ac.uk/Depts/language/French_main/LSE_French_Main.htm)

### Developing Management Case Studies: report of an IIM project presentation

The European Case Clearing House ([www.ecch.cranfield.ac.uk/](http://www.ecch.cranfield.ac.uk/)) offers a substantial collection of cases for use in teaching, many based on the Harvard case teaching method. This is an excellent resource, but like all such repositories, it is often difficult to find cases that exactly fit with a specific course. This was the dilemma faced by Dr Tobias Kretschmer that motivated him to apply for a teaching development fund grant. Over the past year, Tobias has developed 4 new case studies, and already used three in his teaching. Anyone interested in seeing the cases can contact Tobias directly (email: [T.Kretschmer@lse.ac.uk](mailto:T.Kretschmer@lse.ac.uk)). Arising from his work are some interesting and helpful observations on the preparation of case studies that may be of more general interest.

Tobias experimented with different approaches to putting the cases together – specifically, using a professional case writer, and comparing that with using students (both undergraduate and MSc). Initially Tobias used a professional case writer. She was experienced both at finding the appropriate information, and in writing. She also got interested in and excited by the project, but financially it was expensive for Tobias and poorly paid for the writer. The writer required a clear and precise brief, and kept to it. The product was of good quality and did not involve Tobias in excessive editorial work. However, that precision possibly led to a less imaginative case.

The second two cases grew out of MSc class reports. Two students had produced high quality class work, which they were then asked, for a fixed fee, to re-write in a specified format. This proved cheaper, and was a low risk option, as Tobias was already aware of the information base and fundamental content. The downside of using MSc students in this way was the time they took to complete – and the lesson here was to set firm deadlines for delivery.

The final case was produced by an undergraduate student. He had shown particular interest and enthusiasm for the topic. Again, a fixed fee was set. The student undertook a huge amount of research, and initially submitted a 50page case. This clearly needed substantial editing down, which required input from both sides. In terms of an hourly work rate, the project made little sense for the student, but on the other hand it provided him with a very rich learning opportunity from which he clearly benefited. The final product was of a high quality.

Tobias's conclusion was that involving students in the production of teaching materials of this nature is highly productive on both sides, and keeps cost manageable. There are obvious risks involved, and it does take up more of the tutor's time. However, the benefits are considerable, not least in that students will often have a good understanding of what is likely to motivate and interest their fellow students in class.

### Supporting Students with Dyslexia in Economics

Dimitra Petropoulou, PhD student and tutorial fellow in the Economics Department, has recently completed a small study on the learning experiences of LSE Economics students with dyslexia. A copy of her report can be made available to LSE colleagues on request and we hope to have an on-line version available shortly. The study is based on detailed interviews with 8 students (at all levels of study). The report outlines the nature of dyslexia; interview results pertaining to reported areas of difficulty in the learning process and includes a number of recommendations of "reasonable adjustments" tutors can make to enable students with dyslexia to gain the full benefits from studying. These include:

- Provision of clear, electronically accessible lecture notes;
- Access for dyslexic students to lecture notes before lectures, as pre-reading can significantly improve both comprehension and effective note taking;
- Provision of lecture notes in flexible formats, to enable use of screen readers, adaptation to more appropriate font sizes and printing on coloured paper that can improve legibility for some students with dyslexia;
- Access to detailed solutions to problem sets;
- More detailed guidance on reading requirements;
- Guidance for specific assignments and examinations.

In addition, the study noted that students attending pre-session courses are often unaware of the Disability Office and special provision, thus getting off to a difficult start that could be avoided through early advice.

Disability equality is now a standard part of training for new full time faculty and new class teachers/GTAs. However, the students interviewed felt that in many cases, personal tutors who have been in the School for some time are not as well informed as they might be about the needs of students with dyslexia, and the legal requirement of making "reasonable adjustments". TLC has recently circulated a guidance note on disability equality to all staff. If you have additional questions or concerns or would like to see the full report, please contact the Disability Office, [Disability-Dyslexia@lse.ac.uk](mailto:Disability-Dyslexia@lse.ac.uk).

### A new type of teaching space for LSE: The Robinson Rooms

Colleagues may have noticed the recent transformation of the Robinson Rooms eatery into teaching space. This is now complete, offering colleagues a new type of teaching environment to work in, which will be of particular benefit to those interested in interactive teaching with groups of up to 50 students – and possibly more, if the full suite of rooms is booked out together. There are three distinct rooms, all inter-connecting, but also usable as separate spaces as required. They are well equipped with high quality flexible furniture, mobile magnetic & projectable walls, tablet PC bank, SMART boards, video streaming and conferencing, audio zoning and wireless networking.

Many of the design ideas came from work between Social Psychology and CapGemini – examples of how they have used such a space (off campus) can be seen on: [www.psych.lse.ac.uk/innovate](http://www.psych.lse.ac.uk/innovate) and Professor Patrick Humphreys, together with other colleagues, will be organising similar sessions for students in the new space early this term.

Two of the rooms will be used for standard teaching, and, with the addition of SMART boards, could provide an interesting new capability for those involved in teaching quantitative subjects.

The third room will be bookable outside the normal "timetabled" system, for special sessions that can benefit from the design of the space, and the facilities that will be available. This could be an ideal place for a "special" debate, "mini-conference", dissertation workshop, or other such event – eg: for MSc and PhD programmes.

The Department for Operational Research was the first user of the newly equipped Robinson Rooms, in which they hosted a seminar on teaching in OR with visitors from several other UK OR departments in December 2004. Anthropology will be another early user, as the new space is ideal for the kinds of activities outlined in the DART article (see p.1).

Any staff interested in finding out more about the space should come along on Friday 21 January from 10am-12noon, Monday 31 January from 11am-12noon, or Monday 28 February from 11am-12noon. Those wishing to attend should email Stuart Mitchell at [s.p.mitchell@lse.ac.uk](mailto:s.p.mitchell@lse.ac.uk) stating which date you prefer. The AV Unit will provide detailed one-to-one training on the use of any equipment in the space on request (contact: 6244). If you need advice/ideas on developing teaching methods to make the best of the space contact Liz Barnett (TLC) and/or Steve Ryan (CLT).



### A framework for student self-assessment

A common refrain from students is that they would like more feedback on their work. One way of increasing feedback, without unduly increasing staff workload, is to encourage them to do more self-assessment. Done well, this can heighten student understanding of disciplinary "languages" and conventions, as well as give tutors clearer insight into where students may be facing difficulties in understanding what is expected of them. Below is an example of essay cover and feedback sheets developed by Ms Suzanne Shale, former Fellow and tutor in Law at New College, Oxford and former Director of the Institute for the Advancement of University Learning [www.learning.ox.ac.uk/iaul/](http://www.learning.ox.ac.uk/iaul/). The purpose of the coversheet is that students are encouraged to reflect on how they are

undertaking the task that has been set and to generate their own feedback. Their responses then provides the tutor with a basis for discussion, which might, for example, focus on developing a student's understanding of what it is that makes a 'good' essay.

### ESSAY COVER SHEET

Please fill in the gaps and circle the appropriate boxes.

#### Essay title:

#### Content:

Please rephrase the set question, according to your understanding of what it is asking you to do. (Some of the terms you might use to rephrase are: describe / define / explain / outline / compare / contrast / illustrate / trace / interpret / analyse / evaluate / discuss / criticise / demonstrate / conclude)

Have you answered the specific question set? YES / NO

Have you avoided the inclusion of irrelevant materials? YES / NO

Have you included evidence to support your arguments? YES / NO

#### Structure

Have you written an introductory paragraph? YES / NO

Does your argument flow logically from one paragraph to the next? YES / NO

Have you written a conclusion? YES / NO

#### Presentation

Have you underlined all case names? YES / NO

Have you cited all your sources? YES / NO

Have you given references for all quotations? YES / NO

Have you included a bibliography? YES / NO

Have you checked spelling and punctuation? YES / NO

#### Overall

What do you think would be a fair mark for this essay?

Please give your reasons:

## FEEDBACK SHEET

### Essay Title:

### Content:

Comments on your rephrasing of the question:

Comments on answering the specific question set:

Comments on the selection of material:

### Structure

Comments on the structure of your argument:

### Presentation

Comments on presentation:

### Overall

General comments:

Ms Shale designed the sheet with Law essays in mind: tutors of other subjects are welcome to adapt as they see fit, for example in terms of their discipline or the stage the student is at in their programme. Tutors may also involve students in formulating the questions on the cover sheet, in order to engage them more actively in the assessment process. This is based on web resources made available by the IAUL at Oxford– see:

[www.learning.ox.ac.uk/iaul/IAUL+1+5+8+main.asp](http://www.learning.ox.ac.uk/iaul/IAUL+1+5+8+main.asp). Our thanks to the IAUL for allowing us to include this idea in Teaching Matters.

## LSE MSc and PhD Weeks

In the summer term 2003, TLC in conjunction with the Language Centre, Careers, ITS and the Library organised a week-long series of events for PhD students: the LSE PhD Conference and Careers Skills week. Take up was good and feedback very positive. TLC also ran a one-off session for MSc students on dissertation writing at the very end of the summer term. We expected a handful of students to attend. Over 200 turned up. In summer 2004, these two events were developed further. Take up was again considerable.

### MSc dissertation week

352 students applied to attend on average 5 of the sessions offered in MSc dissertation week, with over 1600 individual session booking requests. Whilst attendance was somewhat lower than bookings, many sessions had to be rescheduled to bigger venues, and large lecture theatres were full. The students came from every department at the LSE; with particularly high take up from students in Government, DESTIN, Law and Social Policy. Sessions included:

- Working with long documents (ITS session on long document facility in Word)
- Managing your references

- Plagiarism: how to avoid it
- English for Academic Purposes sessions on dissertation writing
- Overview session on Structuring your MSc dissertation
- Careers service session on how to make the most of the dissertation experience when preparing job applications and in interviews.

Several students who were unable to make particular sessions followed up to get hold of handouts.

Timing appeared to be ideal – providing students with a range of dissertation support options in the final week of term, after their exams were completed, and at the point at which they were starting to concentrate on final dissertation preparation. Given the take up, we plan to run MSc dissertation week again this year. Any department that is interested in departmental-specific support either around that time, or earlier in the year is welcome to get in touch.

### PhD conference and skills week

143 PhD students from 23 departments each applied for on average 6 sessions in the week-long series of events targeted at PhD students. There were over 800 individual session booking requests. Government, International Relations, Law and Sociology had the highest take up of places. There were 26 different sessions on offer (most of which are also available at other times in the year, but often do not run through insufficient numbers). Following feedback from 2003, new sessions were included, e.g. “applying for academic careers”. The new “viva preparation” workshop also proved popular and successful. Turn out for the final PhD Conference was somewhat disappointing, in that only eight students opted to make thesis presentations. However, those that did appreciated the opportunity to speak in a large venue (the New Theatre) to a relatively benign and supportive audience, who could provide constructive feedback both on content and presentation style. Suggestions from students for additional elements to include in this year’s line up include talks from recent graduates, and training in writing for lay audiences and dealing with the media. PhD students who attended gave very positive feedback both on individual sessions and on the week as a whole. It provides a useful cross-departmental networking opportunity for PhD students, which they appreciate, as well as some practical skills development and insight into possible future employment.

## External News

### National Teaching Fellowship Scheme

The Higher Education Academy has recently announced the 2005 National Teaching Fellowship Scheme. LSE can nominate up to three people for awards, one under each of the following headings:

- Experienced staff
- Rising Stars
- Learning Support

Completed nominations are due in by 25th February 2005. Successful nominees will receive awards of £50,000 for educational development projects of their choosing. Full details of the scheme are available at: [www.ntfs.ac.uk/index\\_2005.html](http://www.ntfs.ac.uk/index_2005.html).

Nominees are assessed against 4 criteria:

1. Ability to influence **learners** positively, to inspire them and to enable them to achieve specific learning outcomes.
2. Ability to influence and inspire **colleagues** in their teaching, learning and assessment practice, by example and / or through the dissemination of good practice.
3. Track record of influencing positively the national **community** of teachers and learners in higher education in relation to teaching, learning and assessment practice.
4. Ability to demonstrate a **reflective approach** to teaching and / or the support of learning.

(There are minor variations on these criteria for "rising stars" and "learning support staff"). To date LSE has had one successful nomination. Feedback on unsuccessful nominations indicates that we need to strengthen evidence on criteria (3) and (4) above. Note: we are able to re-nominate people.

Within LSE, the system set up for nominations is that anyone can make nominations in the first instance to me. I will meet with all prospective nominees to discuss with them what is involved, and check that they wish their nomination to go forward. If there is more than one nominee per category, each will be asked to submit a short version of their nomination for consideration by a small panel.

### The Higher Education Academy

The HE Academy was formally launched last term, with various opening ceremonies across the UK. The Chief Executive, Paul Ramsden, characterises the Academy as follows:

**"The Higher Education Academy is concerned with every aspect of the student experience. It will provide coherence, added value and a powerful emphasis on the needs of stakeholders."** (HEA website home page)

The Academy is an umbrella organisation, taking responsibility for what was previously the Institute for Learning and Teaching in HE (ILT), the Learning and Teaching Support Network (LTSN), which includes both a generic centre and several subject centres (see below), and manages on behalf of HEFCE the National Teaching Fellowship Scheme (see above) and the Fund for the Development of Teaching and Learning (see earlier article on Information Systems project as an example). In addition, it plans to be a national centre for evidence-based research into policy and practice in HE, and brings together many resources for teachers in HE. To this end, the Academy has recently announced its first round of small-scale research funding, with grants of £25-50k:

[www.heacademy.ac.uk/1960.htm](http://www.heacademy.ac.uk/1960.htm)

All LSE staff who previously joined the ILT should by now have received notification of its transfer to the HE Academy. Any staff who would now like to join the Academy can do so, with support from TLC. For now, the system set up by ILT for "fast track entry" for experienced staff continues to be available. Any staff interested in being considered for National Teaching Fellowships and other such teaching-directed national funds are strongly advised to consider joining the Academy.

For further information on the Academy, visit its evolving website: [www.heacademy.ac.uk/](http://www.heacademy.ac.uk/)

### Professional Teaching Standards

In July 2004 HEFCE, UUK and others put out a consultation paper to start the process of addressing the DfES 2003 White Paper proposal that from 2006 all new teaching staff in universities should obtain a teaching qualification that incorporates agreed professional standards. The report on this consultation is now available at: [www.heacademy.ac.uk/119.htm](http://www.heacademy.ac.uk/119.htm). Page 7 of the report summarises the main conclusions, which include:

- A focus on professional values, rather than a rigidly defined set of "teaching competencies";
- Emphasis on "academic practice", and the relationship between teaching and research, rather than a singular focus on teaching;
- Call for a devolved approach to standards, which accepts institutional difference and autonomy;
- Endorsement of the Institute for Learning and Teaching in HE approach to programme accreditation that has evolved over the past few years.

Quite how the new Higher Education Academy will interpret or respond to the consultation is not yet clear. It does now however have the mandate to work up a "professional standards framework", of which we will know more when the second national consultation takes place in May 2005.

Meanwhile, at LSE three more PhD students have successfully completed the LSE Teacher Accreditation Programme (TAP). Our congratulations to:

- Armida de la Garza (International Relations, now lecturer at the University of Nottingham. Armida also had a successful PhD viva in the same week as the TAP exam board meeting). Upgraded from Associate to Full Certificate
- Christopher Ruane (Law) Associate Certificate
- Cristel de Rouvray (Economic History) Associate Certificate

### Subject Centres

As noted earlier, the Learning and Teaching Support Network Subject Centres now come under the Higher Education Academy umbrella. Many centres have been re-designing their websites. In the transition period, several websites appear to have gone somewhat dormant, and activities (eg: funding for development projects) have been suspended. Several centres are under review, and presumably some will change quite considerably in the coming year or two. In line with the HE Academy emphasis on supporting student learning, several centres are running a "student essay" competition, to gather in student comment on "what makes for good teaching" in their disciplines - see for example Economics, Psychology and Social Policy below. Several centres now offer subject specific training in teaching methodology for new academics. All offer copious resources for teachers, many of which are accounts of ideas that individuals have tried out with their own students.

**BEST** (Business, Management and Accountancy subject centre) has recently been reviewed and a tender for a new subject centre, which will also incorporate Finance, will be publicised shortly - see [www.business.heacademy.ac.uk](http://www.business.heacademy.ac.uk) for details, with likely closing date of May 2005.

New teachers in A&F and IIM may be interested to look at the BEST teaching resource section: [www.business.heacademy.ac.uk/resources/support/](http://www.business.heacademy.ac.uk/resources/support/) - in particular its set of "electronic cards" entitled First Steps in Tutoring.



The **Economics LTSN** [www.economics.heacademy.ac.uk](http://www.economics.heacademy.ac.uk) includes a short piece by Carlos Rosa, a class teacher in Economics, on his reflections on being a class teacher. There is also a student competition on "what makes the best learning experience for you" that an inspired undergraduate might like to enter (prize of £150).

Economics LTSN continues to expand its Handbook for lecturers: [www.economics.heacademy.ac.uk/handbook](http://www.economics.heacademy.ac.uk/handbook)

**GEES**, the subject centre for Geography, Earth and Environmental Science [www.gees.ac.uk](http://www.gees.ac.uk) is advertising a residential course for new lecturers in its disciplines in May 2005. Any staff interested in attending can request TLC to provide the (minimal) funding required. The site also has a new report on the motivation and professional development needs of aspiring and serving external examiners.

The subject centre for **History, Classics and Archaeology** [www.hca.heacademy.ac.uk](http://www.hca.heacademy.ac.uk) is advertising its annual awards scheme for outstanding teachers in history. The closing date for nominations is 21<sup>st</sup> February 2005. The prize winner receives £1000.

The subject centre is organising a networking day for departmental administrators on 8<sup>th</sup> February 2005, and a conference on developing teaching and learning in history at Lady Margaret Hall, Oxford, in April 2005. This event will focus on postgraduate teaching. TLC is interested to sponsor one or two interested staff to attend this conference.

The **UK Centre for Legal Education**, subject centre for Law [www.ukcle.ac.uk](http://www.ukcle.ac.uk) includes an interesting report on a study of marking consistency across three different universities. Findings suggested no consistent differences in terms of age, experience, gender, or institution of the markers, but replicated other studies which have found that the same marker may re-mark a paper quite differently on another occasion, and that "careful and reasonable markers given the same guidance and the same script" can come up with different grades, and that uniform application of standards can only be achieved through careful moderation exercises.

UKCLE is offering a specialist course for PhD students who teach law, and have at least one year's experience, on 3<sup>rd</sup> February 2005, to be held at University of Warwick.

**Mathstor**, the subject centre for Mathematics, Statistics and OR: <http://mathstore.ac.uk/> is running a workshop for external examiners in April 2005 in Birmingham. It also has workshops at the RSS on Regression Diagnostics in January led by Anthony Atkinson and on Teaching Bayesian Statistics in February led by Deborah Ashby.

The **Philosophy** subject centre website is being re-made, so nothing particular to mention new there.

The **Psychology** site: [www.psychology.heacademy.ac.uk](http://www.psychology.heacademy.ac.uk) is also advertising a student essay competition on "How I would like to learn psychology at university" – closing date 18<sup>th</sup> Feb, prize £150. The Centre is planning a workshop on teaching statistics to postgraduate students in April (details not yet confirmed). The Centre continues to offer up to £5000 for development projects, with deadlines every 6 months.

**C-SAP**, the subject centre for Politics, Sociology and Anthropology: [www.c-sap.bham.ac.uk](http://www.c-sap.bham.ac.uk) continues to offer project funding, including funding for learning and teaching initiatives led by postgraduate students (last year, the closing date was April, so use this as a guide for this year).

The C-SAP conference "New contexts in teaching and learning" is planned for November 2005. C-SAP also has a rich resource collection on teaching, with many short reports on teaching initiatives by individuals and small groups that may give inspiration to others. Click on the Resources link and then on project reports.

**SWAP**, the Social Policy and Social Work site: [www.swap.ac.uk](http://www.swap.ac.uk) has an e-learning section to its website, which includes access to some interesting "self-study" resources, including an introduction to Social Policy.

SWAP is another centre participating in the student essay competition - see Psychology above.

IN 2004/5 SWAP is offering to run departmental consultations on e-learning, widening access and curriculum design, development and assessment. For further details click on SWAP activities, and then "consultation".

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