



Teaching Matters

Teaching and Learning Development Office

Issue 7, January 2002

What we do

The Teaching and Learning Development Office supports individuals and departments wishing to develop the quality of teaching and learning in the School. In practical terms, we:

- Co-ordinate an in-house programme of events and the initial teaching induction for both full-time and part-time staff.
- Offer one-to-one educational consultations tailored to your particular needs and interests, including teaching observation.
- Alert staff to external events, providing funding as appropriate.
- Support departmental development, following internal and external teaching quality assessment exercises.
- Keep the School up-to-date on developments in teaching and learning in HE nationally and internationally – through departmental links, the Teaching Matters news sheet, and our website.
- Co-ordinate student study support across the School including advising students with disabilities and offering dyslexia support.

For further details, see the TLDO website:
<http://teaching.lse.ac.uk>

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New administrator for the Teaching and Learning Development Office

We are pleased to welcome Rebecca Trumble to the TLDO team, replacing Jill Ramsay. Rebecca joins us from an administrative position at the Royal Geographical Society.

In this issue

This is the second issue of Teaching Matters for the 2001/2002 academic session. It includes:

- Developments to support services for students with disabilities.
- Short reports on a range of teaching and assessment development projects.

National Teaching Fellowship

The National Teaching Fellowship scheme is funded by HEFCE as part of its strategy to improve the quality of teaching across the sector. Successful Fellows receive an award of £50,000 for a teaching development project of their choice. Last year, Nick Byrne was the School's nominee. He was successful – and is now investing his £50,000 in developing the use of multimedia amongst staff in the Language Centre. This year, as last, we are invited to nominate one person for a National Teaching Fellowship. Anyone wishing to make a nomination should contact Liz Barnett in the first instance. Possible nominations will be reviewed by a sub-group of the Appointments Committee, using criteria set out in-line with the requirements of the Fellowship.

Developing support for use of technology in teaching at LSE

Staff across the School are experimenting with ways in which technology can be appropriately used to improve the student learning experience. Many of the projects referred to later in this issue include a technological element. Support for a number of these projects has come from a small team of dedicated staff who are collectively known as the Learning and Teaching Technology Group.



Come February, this group will be expanding to become the Centre for Learning Technology, and will be joined by a new Director for the Centre, Mr Stephen Ryan. The new centre has funding guaranteed for the next three years from the School's Strategic Initiatives Fund. We very much look forward to Stephen's arrival, and anticipate expansion in the activities of the Centre, including opportunities to explore new approaches, evaluate current activities and

develop links with external agencies, which might help finance future developments and integration between the various on-line initiatives that are emerging from the Library, academic departments, and the administration.

Fund for the development of teaching and learning

The Departments of Mathematics, Statistics, Operational Research and Social Psychology have been given the option of applying for development grants of up to £250,000, following on from their QAA reviews in the Michaelmas term 1999. Social Psychology intends to put in a bid for a collaborative project, with a range of other HEIs, based on developing students' multimedia skills.

Departments reviewed by QAA last year (Government, International Relations, European Institute, DESTIN, Economics, Philosophy, Industrial Relations, IIM) will be invited to bid for similar funds – probably this time next year. Anyone with good ideas in mind may wish to discuss them with the TLDO, and see if they can undertake some pilot work in the coming year, which would serve as useful grounds for a potential project bid.

Student Support

Disabilities and dyslexia: change of role

by Jean Jameson: Dyslexia Support Tutor and Adviser to Students with Disabilities

From the beginning of the Michaelmas term, the roles of Dyslexia Support Tutor and Adviser to Students with Disabilities have both been carried out by Jean Jameson, with administrative support from Sue Haines, following the resignation of Jill Ramsay.

This is a significant time in the development of a support service for students with disabilities and part of Jean's brief is to review the scope and scale of what needs to be done to achieve 'institutional compliance' with new legislation.

Disabilities Discrimination (SEND) Act, 2001

The Act will be introduced in three stages:

From 1 September 2002, it will be unlawful to discriminate against disabled students by treating them less favourably than others.

From 1 September 2003, adjustments that involve the provision of auxiliary aids and services will be required.

From 1 September 2005, adjustments to physical features of premises will be needed where they put disabled students at a substantial disadvantage.

The School has commissioned an access audit of all its buildings and will phase in the necessary physical changes over three years. SKILL (Information Bureau for Students with Disabilities) is providing advice and information about improving disability equality through services, policies and procedures.

Meetings of the Disability Advisory Group

Due to the loss of large meeting rooms on the ground floor of Old Building, it became very difficult to organise these meetings in accessible rooms this year. There was a well attended lunch for all students with disabilities near the beginning of term and issues from there were taken to a full meeting of the group in November, chaired by Mr Mark Hoffman (Dean of Undergraduate Studies), who holds responsibility for this area. A positive move is the reorganisation of committees, which will clarify the role of the group as a consultative forum, reporting to the Committee for Student Affairs.

Rest room for students with disabilities

This facility was lost whilst space was reorganised at the time of the opening of the new library and the beginning of work on the ground floor of Old Building. For the dozen or so students who rely on having somewhere comfortable and private to rest during the day, this has been a major problem.

Eventually a new space was allocated and Estates worked a wonderful transformation of what had been a storage area, in A21, to a suitable rest room. There was an official opening of the room on the last day of term and those students who need it will be able to use it from the first day of this term. For students with fatigue-related conditions and mobility difficulties, especially wheelchair users, this will make a huge difference to how they cope with their studies.



Providing personal assistance

UK students with disabilities can apply to their LEA for an allowance towards equipment and personal assistance as deemed necessary to provide access to their course of study. Recruiting, training and managing people to read, take notes or accompany students is the most time-consuming and complicated process. Such funding is not available to non-UK students and the Students' Union disabled student fund cannot meet all needs.

For the future, we are exploring the possibility of using Community Service Volunteers and a system of circles of support to co-ordinate provision of personal assistance in the School.

Support for students with dyslexia

The newly formed Dyslexia Society is now well established and is working as a focal point for support, activities and information sharing. There is a scheduled meeting on the first Wednesday of the month, during term time, with a varied programme negotiated with the students. This term there has been a study skills session on maths and dyslexia, a workshop on developing higher order reading skills and a meeting with a member of the academic staff who is dyslexic. There was also a Christmas meal.

Study skills within departments

This year, as in previous years, the TLDO has organised a series of central study skills events. These follow the academic calendar with sessions on settling in, coping with lectures, essay writing and class presentations in the first term, MSc dissertation writing just after Christmas, and exam preparation just before the Easter break. Sessions continue to be well attended – with the Old Theatre filled to capacity for some sessions, and as many as 70 students coming to follow-up sessions on essay writing and public speaking. This year, a handful of departments have also started to request “special” sessions for given programmes on specific issues (eg: essay/dissertation writing). Clearly, if departments already have their own sessions in place, then external assistance is not necessary. However, if any departments do not have a member of staff willing and able to run internal sessions, and nonetheless feel this would be useful, please contact the TLDO to discuss options.

Teaching Development

Eighteen projects across thirteen departments have received funding of up to £4,000 per project for teaching development this year. A number of these projects are already well underway. A few departments have yet to benefit from teaching development funds. **There are still some funds remaining for the current year. Please contact the TLDO if interested.**

Department	Project Title	Co-ordinator
Accounting & Finance	WebCT project: AC100	Ms Judy Day
Anthropology	Development of video training materials - collaborative project with colleagues in India	Professor Johnny Parry & Professor Peter Loizos
Economics	WebCT project: MSc's in PFP and GME	Professor Venables
Gender Institute	WebCT project: Gender Institute MSc core courses	Dr Clare Hemmings
Government	WebCT project: GV408/ GV473	Dr Cecile Fabre
Industrial Relations	WebCT project: ID200/403/404	Dr Mary Logan
Information Systems	WebCT project: IS471	Dr Tony Cornford
Information Systems	Communications training for students for IS MSc programmes	Mr Simon Davies
International Relations	WebCT project: IR451	Dr Daphne Josselin
Language	“Hybrid teaching” for pre-	Mike

Centre	sessional work	McGarvey
Law	WebCT project: : towards an LLM in Global Law	Dr Damian Chalmers
Social Policy	WebCT project: on-line support for MSc dissertations	Dr Sunil Kumar
Social Policy	WebCT project: development of diagnostic test and on-line support for an undergraduate research methods course	Dr Katherine Rake
Social Psychology	WebCT project for MSc Organisational and Social Psychology	Professor Patrick Humphreys
Social Psychology	Multimedia authoring and web publishing: transferable skills programme for students on MSc Organisational Social Psychology and Media@LSE	Professors Patrick Humphreys & Sonia Livingston
Social Psychology	Development of resource collection for class teachers involved in UG teaching in Social Psychology - for PS102 & PS405	Dr Cathy Campbell
Sociology	Media@LSE video conferencing developments	Dr Terhi Rantanen

The following short reports outline some of the development projects funded to date:

Supporting the research process

by Dr Sunil Kumar: Social Policy

Virtually every MSc programme at the LSE, and many undergraduate programmes, require students to prepare a dissertation. Depending on the Master's degree, departments may require dissertations to use either primary or secondary data or a combination of both. For many students it is their first substantial experience of extended independent research, and many find the prospect both exciting and daunting. Several departments offer dissertation workshops varying from a single session to a more developed series, possibly including milestones and deadlines along the way. Whatever the approach, students are rarely exposed to the ‘process’ through which an ‘idea’ can be turned into a ‘researchable’ dissertation. Moreover, because the fundamental work is done by the student in his/her own time, the proscribed support may not necessarily fit the student's own timetable - so he/she may fail to pick up on the significance of material presented.

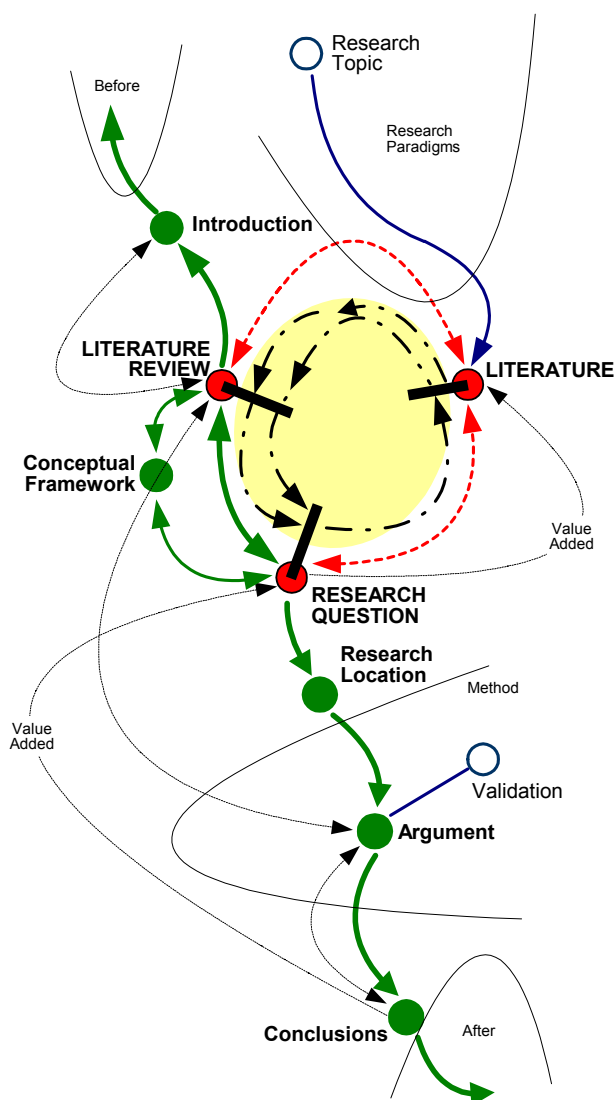
In the Michaelmas term Dr Sunil Kumar experimented with offering a research development workshop series, supported by an on-line information resource, which enables students to pick up on issues related to different phases of the research process as and when they need them. The on-line resource is a combination of guidance maps, text and PowerPoint shows. These detail the various components of research and how they ‘link’ with one another. The resource is unique in that it provides a holistic view of the research process – something not easily found in research textbooks. It is structured in such a way that students, irrespective of their degree level or starting

For anyone interested in finding out more about this project, there will be two open showcase sessions on the 6 and 13 May 2002 (1pm -2pm) . Please contact Rebecca Trumble for venue details: r.j.trumble@lse.ac.uk. Alternatively, contact Dr Sunil Kumar: s.kumar@lse.ac.uk

Fishbowls in Social Policy

The presenter's brief was to start up a discussion by making a presentation of the key concepts and issues raised by one short reading - which everyone was given some days before the session, having been warned that anyone might be called on to present. (This was done in the hope that all the students would read the piece.) As in any average seminar group, it became clear that many students didn't do advanced preparations on the article. Hopefully, it was the last time they would come ill-prepared to a class. The presenters were invited to kick the session off, for around 5-8 minutes, and to then lead off a discussion with the discussion group. In the subsequent feedback, the observers raised a number of important points on presenting, starting up discussions, handling discussions, promoting interaction between members of the discussion group and other such matters. They also took on board the potential stress of presenting and the importance of preparation on the part of all involved – that learning is a shared responsibility. They explored cultural values within the group, the need to give people space and time to contribute, and the difference between leading a discussion and facilitating colleagues in an informed debate.

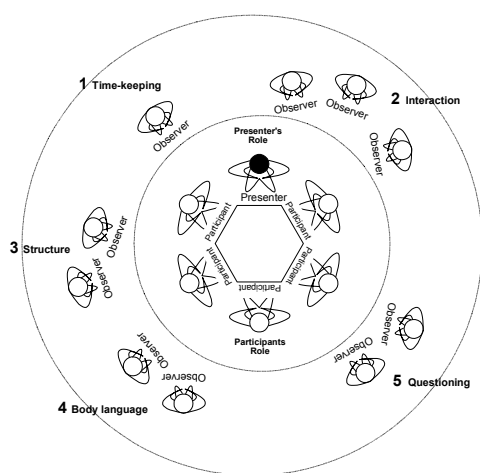
At the end of the session, students from each seminar group were further sub-divided into mini-seminar groups of 5-6 people. These mini-groups were balanced, as much as possible, by gender and nationality. As many MSc SPPDC students do not have experience of seminar presentations in the British university system, the intention here was that



Developing multimedia skills

One of the increasingly important "transferable" skills students are often keen to develop whilst at University is their advanced IT skills. For those studying organisational social psychology, media and communication subjects, these need to go well beyond the basics of word processing and database usage, owing to the rapid development and increasing importance of new multimedia communication in these fields. This year, Professor Patrick Humphreys (Social Psychology) has used Teaching Development Funding to support a workshop series for MSc students who wish to develop their multimedia expertise, starting in the Michaelmas term, 2001. This 9-

the mini-group would reduce the sense of isolation felt by individual presenters, for the Michaelmas term. Presenters would be able to meet with and rely on their mini-group members to give them active support in their reading, act as a sounding board for discussing the initial presentation ideas, and be ready to step in if the presenter gets into difficulty. It was also anticipated that mini-groups would provide the opportunity for students to bond quicker. Compared to previous years, the subsequent seminars were richer in their presentations and discussion. This method also overcame the difficulty of finding students to make presentations in the first few weeks, as the mini-group had the responsibility of selecting who would make the presentation from the group each week. In all, the additional time invested (in organising the groups, allocating the readings and explaining the process) proved to be worthwhile for students and tutors alike.



Assessment

Working group on assessment

TQAC, ASC and GSC have joined forces to form a working group on assessment issues across LSE. The working party comprises Mr Nicholas Sims (Chair of the Working Group and of TQAC), Professor Tim Murphy (Chair, GSC), Dr Janet Stockdale (Chair, School Board of Examiners), Dr Andrew Wells (Chair, ASC), David Clay (SU Education and Welfare Sabbatical Officer), with: Ray Donovan-Hill (Secretary to the Working Group), David Ashton (Assistant Registrar), Dr Liz Barnett (TLDO), and Simeon Underwood (TQARO). The working group has identified a number of issues for consideration, including:

- assessment mix and assessment load (within courses and across programmes)
- statements of assessment criteria
- consistency and quality of feedback to students on formative assessment
- policy on feedback on summative assessment

As a starting point for its deliberations, it is undertaking a review of departmental assessment criteria. If you are responsible for a course or programme and have established a set of general or specific assessment criteria, please email a copy to the TLDO (l.barnett@lse.ac.uk). If there are other specific issues on assessment that you wish to raise with the working group, contact Liz Barnett or Ray Donovan-Hill in the first instance.

Team projects and exams

Here is a brilliant idea for assessment of courses with a group work element. It combines the educational benefits of encouraging students to work together as a team, researching ideas independently, with the benefits of rigor and avoidance of the possibility of cheating/plagiarism for the final course assessment. Dr Elisabetta Bertero of Accounting and Finance offers an advanced course in international finance to MSc students. As part of the course, students elect to work in teams on a mini research project into the financial institutions of one chosen country. Completed projects are handed in for marking. Each group gets a single mark. This does not contribute to their final assessment. For one class at the end of term, the teams are re-organised into new groups - mixing the different "country" interests. The class is devoted to a structured discussion of the comparative issues emerging from the country projects. In this final session students are advised that one of the exam questions will focus on these comparative aspects - hence, learning from each other and from the different projects is vital. The final exam is a traditional closed book three-hour exam in which students may select one question which calls for a comparative essay related to their project work. If anyone else can see ways of using this approach in their assessment, please get in touch!

Improving assessment results with a small intervention

The Business School at Oxford Brookes University has been building on the results of another interesting assessment innovation, this time from the US. Students on courses using in-course essays as part of their final course assessment are given the option of attending an essay-marking workshop. In the workshop they are given guidance on the assessment criteria used by the department, and then practice marking each other's essays, and compare their grading and explanation of grades with those given by tutors. (This is the type of exercise which often proves invaluable to occasional teachers too – as a way of helping them work out departmental standards). Attendance at the two hour workshops appears to improve significantly the quality of subsequent essays written by the students – with the effect being seen not only in short term but long term outcomes. Experiments have now been undertaken with quite substantial numbers of students, and concern that it is only the most capable and motivated students who would opt to attend such workshops has been discounted. This experiment relates only to formally assessed course work. Might there be similar benefits for exams? Either way, anyone interested in exploring these ideas further should get in touch with the TLDO.

Teaching Technology

Using interactive IT to improve teaching and learning in large quantitative courses

This term the 450 students on EC201 (Microeconomic Principles I) have had their first taste of interactive on-line support for a course traditionally delivered by large lectures and classes led by PhD and MSc students. In addition to the lectures and classes, students have access to a

WebCT site. Each week, on the site, they are asked to enter their answers to problem sets, using multiple choice questions. Before they come to class, class teachers print out a table showing which students in the class have done the work, and how each student answered each question. Class teachers can also see how many students had problems with which questions, and thus identify common areas of difficulty. Computer-Mediated Assessment is an easy to use and powerful tool for seeing where problems lie, allowing much more focused class teaching. The lecturers responsible for the course (Dr Margaret Bray and Dr Jonathan Leape) can see how students are coping, how well different classes are keeping up with the work, and which elements of the course need more (or possibly less) explanation. As well as the on-line quizzes, all the course materials are available on the site.

The discussion board proved much more useful than expected. Students can put questions on the discussion board themselves or email Margaret or Jonathan who put both question and answer on the discussion board. Problems raised in emails and on the discussion board are invariably common to many students; any difficulties come to light very quickly. Putting the dialogue on the discussion board makes it available to all the students and teachers on the course.

Linking lectures to on-line examples, examples to on-line questions, and questions to classes enables the lecturer to choose the most effective medium for conveying different ideas, and encourages students to work more effectively.

Here are some comments on the course:

From students:

"It is one of the first times I have felt that people on the course actually care. It is also useful for the little things like finding out tutors' office hours, rather than having to browse round the different departments' websites or go into college. Everything is there, there is no hassle"

"I find it a lot easier; and it means I can download the documents rather than having to spend ages looking for them in the library; you can then print it out as you wish, rather than having to look at it on the screen."

"I think that the discussions between the lecturer and the students, and where the lecturer answers questions on-line and everybody sees stuff - that's very good."

"The worked examples are fantastic - they're the best part"

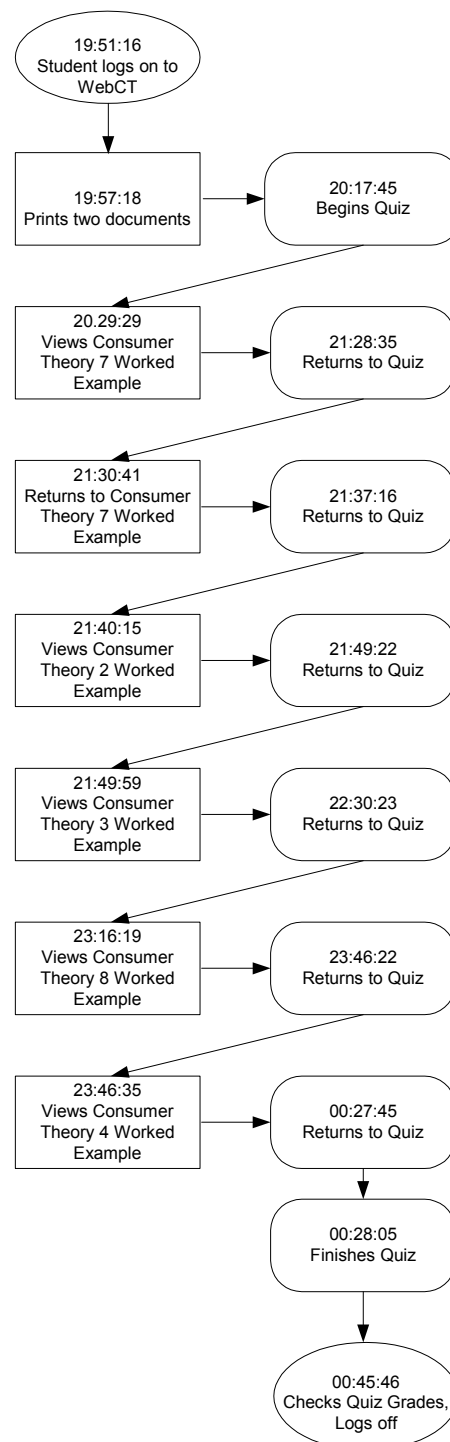
"The quizzes make you work. I have been encouraged to do the quizzes by myself (with varying success) but it didn't matter if I did well or not. It also makes the classes more focused."

From Dr Margaret Bray:

"I saw the introduction of WebCT as a moderately useful way of making material available to students, and an attempt to make classes work better. Much to my surprise it turned out to be the most significant and exciting change to how we teach since the move from blackboards to overhead projectors. The whole atmosphere of the course has changed, dispelling many of the difficulties of teaching a

large course. Students are more interested and active; mobile phones never ring in lectures."

A student's work pattern over one evening - working between the on-line quiz and the on-line course materials.



And from the class teachers:

"I liked the feedback that is received from the quizzes. In comparison to last year where students were getting stressed because they hadn't gone through all the questions; this year using the results of the quizzes I am able to evaluate which questions to focus on in class."

"It is useful; areas like the discussion boards provide an insight into what other classes are doing, the level of detail they are going into."

Class Teachers had similar feelings to the students about the Worked Examples section saying:

"They are great - the best thing about WebCT"

This project may have significant implications for other large quantitative courses in the School. Many of these courses face similar problems of ensuring the quality of class teaching by occasional and often inexperienced teachers and of providing adequate and consistent feedback to large numbers of students.

Supervising at a distance....

Many LSE staff have to face distance supervision of PhD students. But on the whole, they come back to base for the crucial writing up phase. On the new Global Media MSc courses the tutor, Dr Terhi Rantanen, does not have this luxury. The whole time her students are preparing for and writing their MSc dissertations, they are studying in California. As a second stage in electronic support for this programme, Dr Rantanen has started to experiment with video conferencing both group to group and one to one. On group to group, she set up a successful trial of the equipment in November. She and the students now based in the UK met up in the Vera Anstey room, and linked up with colleagues in the US for a two-hour session. With the help of the LTTG and the AV Unit, the School's professional video conferencing equipment was configured to work over the internet rather than over expensive ISDN phone lines – it didn't even cost the price of a phone call. The session helped develop the sense of a single learning community across the distance – as students who were in LSE last year could advise newly arrived colleagues from the US how to cope at LSE, and vice versa.

Stage two of the experiment is one-to-one work – using tiny cameras such as the one pictured below, along with a standard internet connected PC and Microsoft NetMeeting to meet up with supervisees at a distance.

A Web Cam for use in stage two experiments



Improving teaching space across the LSE

Two years ago, the School benefitted from a HEFCE Capital Grant for improving teaching and learning resources. This funding started the process of networking every classroom, and fitting all teaching rooms with computers. We have just received notification of the

second round of this funding, and now plan to complete the job of equipping every teaching space with full access to data projection, PCs, internet and video.

E-learning to go audio.....

by Nimit Babraa

The Teaching and Learning Development Office with the Learning and Teaching Technology Group (LTTG) and the Services Office, incorporating the AV unit, are collaborating in a new research and development project which could have a significant impact on e-learning: The ability to jointly record lecture slides with narration as they are delivered, and to make the package available for intranet/internet download and playback. Primary technologies that are being looked at are PowerPoint and Real Presenter. We hope to develop an easy to use graphical user interface, able to link slides and compressed sound files with very little post-production. The project, whilst at an early evolutionary stage, shows a great deal of potential and we plan to begin testing early this term.

Student photos on-line

In case anyone hasn't yet noticed, all members of staff should have access to LSE for You from the School's internet home page. If you log in to this site, you can update your address, emergency contacts, and check your pay! As a tutor, you get automatic access to photos of all students that you teach, by class group, along with class email lists. If you have problems with the 'student photographs' menu option, contact the Timetables Office.

Personal tutors have a 'tutee photos' option. In this option, it is possible to see past tutees (handy when you are faced with a reference of a student you can't remember so well!). This facility isn't 100% guaranteed. Only a single tutor may be assigned to a student – so, if your student had more than one tutor and you weren't the last, you won't be able to see him/her. Enquiries are underway to see if the system can be updated to support multiple tutor allocations. If this happens (don't hold your breath!) then tutors will have a comprehensive record of their tutees.

Departmental administrators can view students by course (eg BSc Accounting). Students see their own timetables and various other information (eg if they are in default of fees). If you want to see an example of the "student view", you can connect, to the live site, as a test student by logging on as username/password webu1/lfychief1.

If you have any ideas as to how this facility might be extended/developed further, email lfy@lse.ac.uk

Quality Assurance

The on-line survey of students opinions of teaching by part-time class teachers

by Paul Gee and Alison Taylor: Teaching Quality Assurance and Review Office

The first full-scale, on-line survey conducted by TQARO has now come to an end and has been a great success. The survey was heavily publicised, with posters appearing around the School, articles in 'Teaching Matters' and 'News and Views', a log-in box on all School PCs and overheads

sent to all class teachers to display. Students were also emailed a letter from the Chairman of the Teaching Quality Assurance Committee, prior to the survey taking place, which explained its purpose and gave an assurance of confidentiality.

Emails, containing approximately 13,000 survey 'links', were sent out to approximately 5,500 students over a period of about 1½ weeks. We were anticipating a response rate of around 30 per cent, given the evidence of the two trials we had run. The survey was 'live' for a total of 3½ weeks (slightly longer than anticipated), and we achieved a final response rate of 51 per cent.

Anecdotal evidence suggests that the offer of a European weekend as a prize was a major factor in encouraging the students to take part. It was also helpful that the survey could be completed on any PC with internet access – we were surprised to see that some students were completing it in the middle of the night!

There were a few minor operational problems – mainly due to the unexpectedly high frequency with which responses were submitted – which are being addressed before the next survey. However none of these significantly hampered the survey administration and we are delighted with both the rate and the quality of response.

Aggregate survey results have already been sent to Convenors, and detailed results are now being distributed to part-time teachers.

Staff Development

Writing class reports

Many occasional teachers are required to write reports on their students at the end of each term, yet very few of these class teachers are also personal tutors, departmental tutors, or staff involved in the Committee on Student Progress – the groups that make greatest use of the reports. So how are the reports used? What types of comments are helpful? And, when time is short, where is effort on this activity most usefully directed? The TLDO, with guidance from Mr Jim Thomas, erstwhile Departmental Tutor in Economics, has prepared a short note of guidance on writing student class reports. The current version is written very much with Economics in mind. However, if others would like to use the guide, it can be adapted easily to suit the requirements of different departments. Contact Liz Barnett for further details.

LSE Teaching Certificate

Last term, the TLDO launched a work-based teaching certificate, which we will be putting forward for accreditation by the Institute for Learning and Teaching in February. Six PhD students have opted to follow the programme in its first year – with possibly a few more joining in the New Year. The starting point for the programme is the compulsory introductory workshops for new teachers. Beyond that, each person negotiates his/her own programme, aimed at addressing the required outcomes, and as a basis for working towards completion of the programme assessment. To date, participants have expressed interest in, for example:

- approaches to developing small group teaching, lecturing skills, insight into research supervision, use of technology in teaching, use of simulations in teaching
- the impact of gender, language background, age and prior work experience on learning
- ways of ensuring that students receive adequate feedback on their work, without taking up too many hours of tutors time; approaches to providing feedback on class presentations and group presentations
- developing an understanding of course design and evaluation procedures, with a view to possibly reframing current teaching to different settings
- getting feedback on their teaching from peers, supervisors, students

The programme requires participants to write a starting “teaching profile”, a reflective document which they then return to at a later stage. Participants are expected to observe and have their teaching observed by others. Finally, they are required to develop project(s) on specified aspects of the teaching process. Early discussions suggest that these projects may not only be of interest to the individuals, but could provide a rather different “take” on some of the courses they teach on, which may well provide useful insights for course and programme reviews in the future.

The programme is open to all part-time and full-time staff involved in teaching across the School. The TLDO is exploring options for development of staff in the Language Centre. If others are interested, please do get in touch.

Selected forthcoming workshops

- **Supervising MSc student dissertations**, 30 January 2002, 2.00pm - 4.00pm (NB date change)
- **Lecturing: a practice session**, 4 February 2002, 2.00pm - 5.00pm
- **Leading a discussion: a practice session**, 6 February 2002, 2.00pm - 5.30pm
- **LSE Teacher Accreditation Programme: programme briefing**, 12 February 2002, 1.00pm - 3.00pm
- **Career development for contract research staff**, 6 March 2002, 9.45am - 4.30pm
- **Advanced voice training**, 19 March 2002, 10.00am - 5.00pm
- **Supervising PhD students (part of New Academic Staff Induction)**, 20 March 2002, 9.45am - 5.00pm
- **Getting grant funding (part of New Academic Staff Induction)**, 21 March 2002, 2.00pm - 4.00pm
- Later this term and next there will be a series of **Technology Showcases** (lunch time events), demonstrating a range of the technology projects that have got underway recently.

If you are interested in any of these or other TLDO courses, please contact Rebecca Trumble, ext: 6624, email: r.j.trumble@lse.ac.uk, or see: <http://teaching.lse.ac.uk> and forthcoming editions of 'News and Views'.