



Teaching Matters

Teaching and Learning Development Office

Issue 8, May 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.
- Work 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-ordinate student study support across the School including advising students with disabilities and providing dyslexia support.

Teaching and Learning Development Office APRC (Academic Planning and Resources Committee) Review

The TLDO is having an APRC review on 23 May. Anyone who wishes to comment on the quality or otherwise of our services, please contact Jenny Bone (email: j.c.bone@lse.ac.uk). The unit is coming up to its 4th birthday, and we'd very much like to know what you think of us, and where we should be focusing our endeavors!

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Visiting Adviser for Occasional Teachers /
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In this issue

The third issue for 2001-02 includes student support, teaching development, teaching technology, quality assurance, academic staff development and forthcoming workshops.

Teaching prizes

Congratulations to the recipients of this years teaching prizes: Dr Janet Foster (Sociology), Dr Abigail Innes (European Institute), Emily Jackson (Law), Dr Nicholas Ludlow (International History) and Dr Stephen Redding (Economics). Prizes are awarded to candidates passing Major Review for outstanding teaching performance above and beyond that required to pass Major Review.

Funding for pre-Major Review staff

Just a reminder to pre-Major Review academic staff that you can apply for a small teaching development grant (up to £500). Four grants have been made to date this year, to staff faced with developing entirely new courses. Other types of bid are welcome.

Funding available for psychology mini-projects

The Learning and Teaching Support Network (LTSN) psychology subject centre funds a mini-project scheme. It is designed to promote the use of effective learning and teaching activities in Psychology, to encourage the development and sharing of innovative approaches and to raise awareness of the importance of evaluating the effectiveness of educational methods. The maximum funding for any one project is normally £5,000. The next deadline for applications is 31 June 2002. Further details: www.psychology.ltsn.ac.uk/miniprojects.html

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For further details see the TLDO website:

<http://teaching.lse.ac.uk>

Library request: reading lists for 2002-03

New courses: if you will be teaching a new course in 2002-03, please remember to send the Library a copy of your reading list by the end of June to allow enough time for everything to be ordered and subsequently catalogued etc. Use the online form or send your list in Word, PDF or HTML format to Library.Taught.Course.Support@lse.ac.uk

The most important things are that you indicate

- a) which titles are essential, core reading
- b) how many students you expect on the course.

Core reading titles will be purchased in multiple copies, one for every ten students. For background reading, single titles will be purchased.

Existing courses: if you plan to amend your reading list, please notify the Library of changes by early August. To save us from going through whole reading lists to identify a small number of changes, we would ask you to highlight the deletions and additions, either on paper or electronically. The Taught Course Support team deals with around three hundred reading lists each year and your help in making any changes clear could speed up the addition of essential textbooks to the Course Collection by weeks. Again, it is important that you indicate

- a) which titles are essential, core reading
- b) how many students you expect on the course.

Online form: to register your new or amended reading lists with the Library, please use the online form which can be found by following the link, 'How can I use the Library?' from the Library home page. The Taught Course Support team is happy to receive reading list information electronically or in paper form. Many thanks for your help!

Student Support

Progress towards disability equality for students at LSE: still working towards SENDA (the Special Educational Needs and Disability Act 2001)

Return to SENDA

A working group, chaired by Dr Christine Challis, will guide the revision of the School's policy and Disability Statement in the light of the new legislation. One training session for senior colleagues has already been provided by SKILL (National Bureau for Students with Disabilities), and Chris Connelley and Jean Jameson will be ensuring that all teams and sectors of staff have the opportunity to explore their changing roles and responsibilities in this area. Other developments include the launch of a Student Union Society for all students with disabilities and a series of meetings to discuss and consider the implications of SENDA for students with hearing and visual impairments.

Circles Network

We continue to develop the service and provision for students with disabilities by encouraging an ethos of peer-group support. This is within the framework of Circles Network, a national organisation that supports people with disabilities within their community. This is the first time it has been tried in higher education and was positively received at the first two meetings. The basic idea is that

students can offer and receive practical support in overlapping circles – eg: one student may accompany another around the campus in return for proofreading of an assignment. To help monitor and service the Circles Network, we have negotiated a CSV (Community Service Volunteer) placement who will also be able to provide practical personal assistance to some students.

Exam guide for students

If any of your students are concerned about the forthcoming exams, the 2002 edition of Dr Peter Levin's *Guide to LSE Examinations for Undergraduates and Master's Students* is now available and may provide a valuable resource. It's packed with useful hints and tips for preparing for essay-type exams. It can be downloaded and printed out from <http://learning.lse.ac.uk> (click on Exams Special) or purchased from the SU shop (£3.95).

LSE Careers Service and LSEJobs

by Michael Tiley, Head of College Careers Service, LSE Careers Service, m.tiley@lse.ac.uk

There has been some confusion about the relative roles of the LSE Careers Service and LSEJobs since LSEJobs started to operate at the School in October 2001. We hope that these notes will help to clarify the situation:

LSE Careers Service: www.lse.ac.uk/Depts/careers

- Provides an impartial and comprehensive careers guidance and employment service for all LSE students (including those who are "confused") seeking information and advice on most areas of graduate employment and further study in the UK, and where relevant and available for employment and further study overseas.
- Enables the widest range of graduate employers to display their vacancies to LSE students. See the vacancies website: www.careers.lse.ac.uk/jobseek/vacancy.htm (Many additional graduate opportunities will arise after students register with the ALERT and TARGETEDGRAD e-mail vacancy systems listed on the vacancy website)
- Is located on the LSE campus in the East Building.
- Is a member of AGCAS (the Association of Graduate Careers Advisory Services), the professional body for all University Careers Services in the UK and Ireland.
- Is part of the University of London Careers Service, which is the largest graduate careers service in the UK and Europe and recently gained accreditation from the Guidance Accreditation Board.

LSEJobs "Exclusively yours": www.lsejobs.com

- Is a commercial recruitment agency and part of DLAOxbridgeGroup Recruitment Consultants, which specialises in private sector financial and legal vacancies.
- Operates at LSE under the auspices of Enterprise LSE to generate income for the School from its placement fees which are paid by employers for each LSE graduate placed with them
- Operates from offices in Bedford Street, Covent Garden

Careers leaflets for academic staff

The LSE Careers Service has a series of three leaflets to help you when confronted with careers issues from your students. The first provides information to enable you to encourage students to make the most of the careers resources available to them. The second gives advice on identifying 'transferable skills', with suggestions as to how to help students develop them. The third offers guidance on writing references for current and past students. All three can be downloaded from www.careers.lon.ac.uk/academic/index.htm. A link to this page can be found on the TLDO website.

Teaching Development

S(t)imulating culture

by Dr Edgar Whitley

Department of Information Systems

Last term, MSc students from the Department of Information Systems were given an opportunity to learn about Hofstede's theories of culture from a guest lecture and a role-playing exercise. Professor Gert Jan Hofstede, of Wageningen University in the Netherlands, gave a two-hour lecture drawing on his father's theory of culture, which suggests that cultures can usefully be understood in terms of a series of dimensions (power/distance; individualism; masculinity; uncertainty avoidance; long-term orientation). By presenting a series of cultural images and situations he got students to think about their own particular cultural upbringing and relate this to the issues that arise when working in a global environment, where national and organisational cultures play an increasingly important role.

The formal lecture was followed by a two-hour role playing game where students participated in an "Afternoon Tea" event. Here students were asked to role-play as suppliers, producers, distributors and consumers of the afternoon teas, developing a supply chain for the teas whilst also fulfilling their roles according to defined synthetic cultures. Throughout this process the students were monitored to see how well they were simulating their new cultures. The session ended with a short debriefing and the distribution of prizes to the most successful teams.



Teaching development projects funded since January 2002

Thirteen projects across ten departments have received funding of up to £4,000 per project for teaching development since January. The following table summarises the projects that are not primarily focused on

the use of technology. A list of projects employing significant technology can be found on the next page.

Department	Project	Co-ordinator
Anthropology	Sources of Funding for Anthropology PhD Students	Professor J Parry
Gender Institute	Gender Theories in the Modern World: including a wider range of international material	Professor Anne Phillips
IIM	Development of a set of case studies for MN304	Dr Tobias Kretschmer
Social Policy	Development of a course on Ethnicity, 'Race' and Social Policy	Dr Coretta Phillips

We are coming to the end of HEFCE Teaching Quality Enhancement Funding, which has financed this scheme to date. However we anticipate that there will be a further round of funding from HEFCE shortly, and as such, encourage departments to continue to apply for funding for development projects. Contact Liz Barnett in first instance.

The following short report outlines the results of one of the development projects funded to date:

Sources of funding for doctoral students

The Anthropology Department recently applied for funding to research and compile a document on funding sources for its PhD students. The project is already completed. The 65 page document includes guidance on how to fill out grant applications, along with pointers to funding sources for full studentships, pre-fieldwork awards, fieldwork and equipment awards, writing-up awards and other types of funding. The document is now available in the Anthropology Public Folders.

Teaching Technology

Developing online learning

Recent months have shown significant growth in the use of WebCT, the virtual learning environment supported by the Centre for Learning Technology in the School. In the last academic year five courses were using WebCT. Next year we expect to be supporting some 35 courses with up to 4,000 students using WebCT.

A number of courses are now exploring the potential for online learning, going beyond simple access to lecture materials and other text-based online resources. There are experiments with the use of online seminars (see the article on Global Media, page 4, for an example), integrated assessment activities, student presentation areas and a greater use of multimedia and other digital resources. To find out more, come to one of the Showcase events this term (for further details see page 8).

Proposals for next year include a range of innovative ideas such as linking up to external experts for online discussion, more use of student presentation areas for collaborative work and the integration of video and audio including the possible student use of digital media in presentations.

We are also seeing a rapid growth in the use of electronic course packs. These are selected course readings made available online. We expect at least 25 courses will be

using the electronic course pack service next term (see page 5).

The Centre for Learning Technology will advise and support academics wishing to use Information and Communications Technology. Teaching and Learning Development grants of up to £4,000 are still available to provide you with support to develop a WebCT course. If you would like to know more about WebCT or the grants please contact Steve Ryan, Director of Centre for Learning Technology (s.ryan@lse.ac.uk, ext. 6008).

Technology projects funded since January 2002

Department	Project	Co-ordinator
DESTIN	DESTIN Resource Centre	Professor John Harriss
DESTIN	DESTIN: Online (<i>WebCT</i>) Course DV400	Professor John Harriss
Geography	GY430: Contemporary Urbanism; Cities, Space and Society (<i>WebCT</i>)	Dr Andrew Pratt
International History	HY202: electronic course pack	Professor McGregor Knox
Philosophy	Computational Modelling in Philosophy and the Social Sciences	Dr Jason McKenzie Alexander
Sociology	Introduction of computer mediated learning for the undergraduate and graduate 'Sociology of Crime and Deviance' courses and the MSc half unit in 'Methods of Criminological Enquiry' SO210/SO415 (<i>WebCT</i>)	Dr Janet Foster
Sociology	The Development of Sociology's Core Undergraduate Teaching SO100/SO201 (<i>WebCT</i>)	Dr Nigel Dodd
Sociology	<i>WebCT</i> Learning Environment for New Media MSc Students SO432	Professor Robin Mansell
Statistics	Conversion of current ST203.1/ST201 course – Statistical Models and Data Analysis - from its current, computer-intensive and PowerPoint-dependent form to a web-based module (<i>WebCT</i>)	Colin Chalmers

International Relations: online support for IR451 (Politics of Money in the World Economy)

by Daphne Josselin
International Relations

This year students on IR451 experienced their course, as usual, with its combination of lectures and seminars. In addition, they had access to online material using WebCT. Students took easily to the electronic version of the syllabus. The electronic links to journal articles and chapters were a great success and considered as a huge relief from tedious searching in the library. (The quality of the scan of book sections by the library needs improvement though, and the hyperlinks will have to be screened again as some proved faulty). Lecturers made good use of the flexibility of the system by updating the

syllabus continuously throughout the year through new references and the updating of lecture notes. Important lectures and events could be flagged as and when needed. WebCT worked well and does not need change, except for the discussion groups, which generally did not take off and were mostly ignored by the students. Where "discussion" took place it generally consisted of a single question/answer exchange between student and lecturer.

The following suggestions by Wolf Hassdorf, who maintained the site and led the groups throughout the year, will be considered over the summer:

- Making participation in discussion groups compulsory. A possibility would be to have discussion groups on most major lecture topics (ca. 8 topics). Students would have to join seminar-based teams responsible for managing all discussion on a specific topic (giving input, coming up with replies etc.). Individually students would be required to make a contribution to a discussion topic at least once a week. This should get things going, but would require a lot of supervision.
- No longer using the discussion group section for uploading seminar presentations. Wolf suggests creating a new icon, "seminar presentations", which uses the discussion group format for uploading presentations, but is separate. Seminar teachers would have to make sure that all presentation outlines are uploaded.

Other possible improvements would include:

- Electronic office hours: WebCT offers the possibility of online office hours (real time email communication). We might consider introducing this as an experiment next year.
- Regular updating by a (trained) member of the regular secretarial support staff, as this would enable the academics in charge to focus on the discussion groups and electronic office hours, and do away with the need to find a willing research student.

On the whole a very positive assessment: WebCT improved the quality of teaching and learning by making the course outline more flexible, accessible and up-to-date.

MSc Global Media online seminar

Following on from earlier experiments with WebCT last year, Dr Terhi Rantanen of Media@LSE has this year experimented with a virtual seminar for her students. Research has shown that virtual seminars can be highly effective and rewarding, with a number of potential advantages including:

- Giving students the opportunity to reflect on and organise their thoughts before contributing
- Enabling students to attach documents, web links and other resources to support or illustrate their position
- Allowing a series of parallel "threads" or discussions to take place without cutting across each other
- Providing a permanent record of the discussions for future reference and revision

The Global Media virtual seminar was run for one week, during which time all students were expected to contribute.

After the seminar, students were surveyed to gauge their reaction. 90% of respondents found the seminar somewhat / very stimulating and 50% found it more stimulating than a conventional seminar (with only 22% finding it less stimulating). There were no differences apparent by gender or by whether the student was from UK or overseas.

Significant comments from students included:

"Interesting to see what others have to say, how others think – particularly students who do not usually voice their opinions" and

"Less intimidating than live experience"

We hope to build on this positive experience and develop similar seminars in future.

Economic History: online support for EH101 (The Internationalisation of Economic Growth since 1870)

Mr Dudley Baines was given funds to set up online support for EH101 in October 2000. The objectives of the project were to give students lecture handouts in advance of the lecture, suggested readings with hyperlinks to the BLPES, a self assessment test for each terms work, a bulletin board for queries, and a simple database that could be downloaded for use in essays etc. Mr Baines felt that going online was generally very successful. The popularity of the course was raised (145 students enrolled compared to a consistent 102-8 in the previous three years). The availability of the notes online, which has considerable administrative advantages, did not affect attendance. However the self-test was not used as much as expected and the use of the bulletin board was disappointing. The biggest problem was offering links to suggested readings. Only a limited amount of the suitable reading (about 25%) is covered by the BLPES copyright licence or is open access. The cost of obtaining copyright for adequate reading was prohibitively expensive for the department and a printed course pack had to be provided. The School will have to confront this problem, as a major benefit of going online for the students, and for the library, depends on sufficient funding becoming available to purchase the permissions.

e-Tutor of the year 2002

Anyone who has been experimenting with online learning on undergraduate courses may want to enter their work for the "e-Tutor of the year" competition, run by the Learning and Teaching Support Network. The purpose of the award is to identify and recognise innovative and effective use of virtual learning environments to support student learning. The closing date is 31 July 2002. The winner will be announced and the prize (£1,000) awarded at ALT-C 2002 in Sunderland on 10 September 2002. For further details: www.ltsn.ac.uk/genericcentre/etutor/.

Anyone wanting help with their application is welcome to contact Steve Ryan, Centre for Learning Technology on ext. 6008, email: s.ryan@lse.ac.uk

LSE Electronic Information Week

Do you want to make better use of the many databases, online journals and software packages available at LSE? Support in getting your PC at home set up to work on the School network? Or simply information about what electronic sources are available to you off campus?

To provide just this kind of help, the Library, IT Services and the Centre for Learning Technology jointly organised an Electronic Information Week for academic staff during March. We found there was a lot of interest but real difficulty for most people in finding the time to attend our sessions. We would like to offer similar sessions again next year but need you to tell us the best times to schedule them. Is a concentrated week a good idea, but was early March just the wrong time in the academic year? Or would you prefer a regular slot, eg Wednesdays at 4.30pm during term time?

Please let us know! Contact Kate Sloss in the Library k.sloss@lse.ac.uk or Sue Wing in IT Services s.wing@lse.ac.uk with your suggestions.

Copyright, course packs and digital materials

Copyright in the print environment has always been an issue for academic staff producing teaching materials for students, because of the restrictions governing the amount and type of material that can be photocopied for educational purposes. Since the early 1990s the printed course pack was one solution to help ensure students gain access to relevant materials.

Recent changes in Higher Education Copyright Licence

In December 2001 the Copyright Tribunal Judgement ruled in favour of universities. Whilst the photocopying fee paid to the CLA by universities per full-time equivalent student will be increased from £3.25 to £4.00, copying for course packs is now included in the blanket fee. This also includes the right to copy all artistic works and includes photocopying for distance learning students. The new scheme will operate for five years, backdated to commence from 1 August 2001 and will apply to all higher educational institutions.

What does this mean for academics?

This means that *printed* course packs can now be produced without the need to seek copyright permission from rights holders. However, it does NOT mean that unlimited copying can now be undertaken. The fair dealing rules remain in place: no course pack may contain more than 5%, one chapter or one article of a work. Any academics wanting advice about course pack production and copyright should contact the Taught Course Support Unit in the Library. The unit will continue to provide a printed course pack service and offer advice to academic staff. If you would like further information about printed study packs, please contact Taught Course Support in the Library who can advise you further (email: Library.Taught.Course.Support@lse.ac.uk).

Does this ruling affect electronic course packs?

The ruling **does not affect** electronic copying, as this is licensed under the CLA's Higher Education Digitisation License. Unfortunately copyright fees still have to be paid on digital copies used in electronic course packs.

Where can I get more information?

If you would like advice about digital copyright or electronic course packs, please contact Dr Jane Secker, Assistant Librarian (Learning Technology) who is based in the Centre for Learning Technology (email: j.secker@lse.ac.uk, ext. 6530).

More information about the Copyright Tribunal Judgement can be obtained from:

Copyright Licensing Agency Press Release

www.cla.co.uk/media/press_releases/press66.html

Quality Assurance

New national quality assurance system

by Simeon Underwood, Assistant Registrar,
Teaching Quality Assurance and Review Office

Shortly before Easter you may have seen items in the national media under headlines such as 'Students to have say on teaching quality'. Although these items led mainly on proposals for national student satisfaction surveys, such surveys are only part of a new national quality assurance system, which is to be introduced in the 2002-03 academic year.

This new system supersedes in effect two different systems: the combined system of institutional audit and subject review which had been in place since 1992; and the system the Quality Assurance Agency had devised to replace it, which was already being used in Scotland and was due to come on stream in England as from January 2002.

Members may recall the announcement by David Blunkett just before Easter last year, that only 40% of university departments would have to undergo subject review. The year since then has been taken up with the publication of drafts of a new system, consultation and lobbying. The new system announced a year later seems to be intended to be the final word, in that it has the blessing of the Minister and the approval of the Funding Council and Universities UK.

The new system is set out in two documents: an Operational Description by the QAA of its institutional review/audit process; and the final report of a Funding Council working group on 'Information on quality and standards in higher education'. Together they amount to some 60 pages; the QAA document in particular is written in polysyllabic and often opaque prose; and there are still a number of loose threads to be tied up, notably over the timing by which the new system is to take effect and the arrangements for student surveys. But the main implications are as follows:

- Other than the possibility of one subject level review, on a much reduced scale, in the transitional period to the new system, the School should not have to undergo further subject level reviews, of the kind which

have been a considerable intrusion in its academic life over the past decade.

- However, the School will be undergoing a new style institutional review at some point in the near future. This will be far more detailed, thorough and protracted than the current Continuation Audits. It will include what are called "discipline audit trails" (though the detail here is somewhat hazy). If an institutional review identifies apparently weak departments and subject areas, they may then have to undergo a full-scale subject review.
- Also, the HEFCE working group report sets out lists of information, both quantitative and qualitative, which institutions will need to make available both internally and externally. In doing so, it appears to prescribe the ground to be covered in e.g. external examiners' reports, internal reviews and internal surveys. Institutional review will then check whether in providing the stipulated public information "institutions' policies and practices are characterised by honesty, objectivity and candour".
- The QAA quality "architecture" – Qualifications Framework, Subject Benchmarks, Programme Specifications, Code of Practice – which has caused much disquiet in the School is fundamental to the whole system. However, it is apparently to be used as helpful reference points rather than a prescriptive blueprint; and the QAA will be looking for evidence of careful consideration of and reflection on the principles of the architecture, rather than unthinking compliance with it.

The outcomes of the institutional review will be a report plus summary, but there will be no gradings or rankings. The league table industry will however be sustained by the quantitative information required in the HEFCE working group report and possibly also by future developments in the student survey area which seem to be directed towards generating broad student satisfaction ratings.

It is difficult to evaluate the new system. Taking the QAA and HEFCE documents together, there is much less here than the School was facing before the Blunkett announcement this time last year, but probably more than was implied in the HEFCE consultative document, which set the consultation process rolling. It is doubtful that the reduction of burden will be great; instead there will be a significant displacement of burden from departments to the centre of the School.

The new system is seen by those who have put it together as an 'evolution' from present practice. There has been no attempt to cost it, or to consider its impact on institutional behaviour, or to compare the new system to quality assurance systems elsewhere in the UK public sector or in HE overseas.

As the shape of things to come *beyond* the new system, those who devised it are already giving further thought to (a) putting the external examiner system onto a more "professional" footing and (b) co-ordinating the national arrangements for quality enhancement. There is also a Euro-dimension that will almost certainly become more apparent in the near future: this might entail harmonisation of qualification levels, mutual recognition of national quality assurance systems and agencies, and/or even trans-European institutional accreditation systems (on the current US model).

I can supply a more detailed summary of the new system on request; alternatively, I would be happy to answer any questions you may have about it, either by e-mail or in person. For further information contact:
s.underwood@lse.ac.uk

Lent term survey of students' opinions of teaching

by Alison Taylor/Paul Gee,
Teaching Quality Assurance and Review Office

The Lent survey this year was run entirely online and was operational from 26 February (week 7) to 25 March (beginning of the Easter vacation).

In total 7,000 students were asked to complete 25,500 electronic questionnaires. Almost 60% of students (4,000) completed at least one survey and 10,700 completed surveys were submitted, a response rate of 42%. Additionally, 2,900 surveys were requested by students but not completed, suggesting that the survey is too long or that the questions are not considered by students to be relevant to their experience. Data processing is underway and results should be sent out by the end of April/early May.

TQARO is aiming to reduce the length and complexity of the survey for 2002-03 and will be asking students and key staff for their input. In addition, in the light of national developments, we are starting to look at the option of a programme-level survey at some point in the not-too-distant future.

Academic Staff Development

Ideas for supporting occasional teachers

The following suggestions came from a review session with occasional teachers earlier in the year:

Many occasional teachers would appreciate the opportunity to observe an established teacher running a real class early in the Michaelmas term (ideally the teacher responsible for the course they are working on). Several would also like to see other class teachers at work – for example, those who have already been teaching for a year, and who are doing a particularly good job of it.

At least one department has a system of giving new class teachers copies of three essays that a tutor has marked (good, medium, poor), and commented on – to give them ideas about standards, and about the types of comments/feedback that students find useful

Where classes are poorly synchronised with lectures, it is the class teachers who face the real difficulties. Where possible, having classes following on from lectures appears the most popular format for students. If tutors decide to design the courses differently, then it would be helpful if they could do more to explain the logic and benefits to the students.

Occasional teachers should be paid for marking – given its importance to students. Quality feedback can be time-consuming and its value should be recognised.

From other sources, here are a few more thoughts:

The Economics department uses TQAC surveys and other student feedback to identify particularly good occasional teachers. One or two of these are then employed to run extra office hours for students in the run up to the exams.

The Social Psychology department is using Teaching Development Funding to fund a research assistant to compile a set of resources for occasional teachers working on two of its courses. The final package will include course-specific ideas and materials, on a session-by-session basis, building on successful techniques and ideas from a variety of sources. Other departments interested in developing similar resources are encouraged to contact the TLDO for project funding.

This summer, the TLDO will be developing a handbook for occasional teachers. This will consolidate and build on existing materials used in the introductory training sessions, as well as on some of the more extensive department-specific handbooks.

Forthcoming TLDO Workshops

Occasional teacher training

Over the past two years, the TLDO has been experimenting with different formats for the introductory workshops for occasional teachers. The most popular model appears to be a “spread” programme, with start-up sessions before teaching begins, and then one or two sessions later in the first term. This year, this will be the format for all our introductory workshops at the start of the year (we may decide to do a straight 2-day version in January for those only teaching in the Lent term). Details will be circulated to Departmental Administrators later in the term. For now, please note the following dates:

Deans' Induction for occasional teachers

8 October 2002, 2-5pm

Option 1: for those new to teaching, with no prior training

Part 1: Introduction to class teaching

24 September 2002; 25 September 2002; 2 October 2002

Part 2: Marking and giving students feedback on their work

17 October 2002; 18 October 2002

Part 3: Reviewing your teaching, writing student reports and references, and responding to student feedback about your teaching

27 November 2002; 22 January 2003

For GOVERNMENT occasional teachers:

Part 1: Introduction to class teaching

Part 2: Marking and giving students feedback

14 November 2002,

Part 3: as above.

For occasional teachers in QUANTITATIVE SUBJECTS (Economics, Mathematics, Statistics, and appropriate Accounting and Finance courses)

Part 1: Introduction to running problem-set classes, and marking class work 3 October 2002; 7 October 2002

Part 2: Videoed practice teaching exercises 9 October 2002; 10 October 2002

Part 3: as above

Option 2: For those with previous experience of teaching and prior training

Three half-day workshops (Teaching Circle).

18 October 2002, 20 November 2002, 22 January 2003,

Remaining events for the 2001-02 session

Teaching technology showcases

Developing online legal education

Mr Damian Chalmers and Dr Kate Malleson

8 May 2002, 2pm-3pm, D702

This year, Dr Kate Malleson has been using online learning to support an undergraduate course (LL101) introducing law to non-lawyers. Her WebCT site includes extensive course resources, student quizzes and online discussions to supplement class work and lectures. Mr Damian Chalmers has been using WebCT with second and third year undergraduates (LL231 and LL232 - Law and the EU), again offering students a vast array of online resources, plus experimenting with using the online discussion board for students to present and discuss their seminar papers. This joint presentation will consider the pros and cons of working with an online learning environment both as a vehicle for resource delivery, and as an additional discussion forum for students.

Online support for MSc dissertation preparation

Dr Sunil Kumar

13 May 2002, 1pm-2pm, D202 and 20 May 2002, 1pm-2pm, Old Theatre

Most MSc programmes, and a number of undergraduate programmes, include a dissertation requirement. In some departments, there are workshops designed to help students get started. Others use handouts, guides, and references to various books. Sunil has taken dissertation guidance one-step further, and developed an extensive online resource that students can access anytime, any place. The materials are organised around a central "map" of the research process, from which students can access guidance on anything from coming up with a good research question, undertaking a literature review, constructing an argument and the writing up process. This presentation will include a guided tour of the site, along with discussion as to ways in which it might be customised to meet the needs of different programmes in different disciplines.

Managing large quantitative courses

Dr Margaret Bray

23 May 2002, 1pm-2pm, H102

EC201 is one of the largest courses offered by the School, with over 400 students enrolled on it. The course is supported by a number of occasional teachers, many of them teaching for the first time. Dr Margaret Bray and Dr Jonathan Leape have been experimenting with how to manage such a large course, at the same time ensuring quality teaching provision. They use WebCT as others have - to present core course materials. These have then been integrated with a range of other types of materials, including quizzes and worked examples. On quizzes, students enter their (multiple choice) responses to the weekly problem sets on the website, before class. This gives the class teachers advanced notice of how students

have coped with a given problem set, and gives the course tutor an instant picture too. Students can also see worked examples of similar problems, and use the discussion area to raise problems they are facing. The presentation will include a guided tour of the online site, plus views on the benefits of this type of approach for a large quantitative course.

- **Centre for Learning Technology: review and lunch social for those involved in WebCT**, 29 May 2002, 12pm-2pm
- **LSE Teacher Accreditation Programme workshop: learning diversity**, 19 June 2002, 2pm-5pm
- **New Staff Lunch**, 26 June 2002, 12.50pm-2pm
- **Supervising PhD Students (part of New Academic Staff Induction)**, 27 June 2002, 9.45am – 5pm
- **Post-graduates Who Teach (Part 1): Government department**, 3 July 2002, 10am–5pm

IT Services has recently launched two courses specifically for academic staff and research postgraduates:

- **PowerPoint 2000: Quick Start for Teaching**
A 90-minute introduction to PowerPoint that includes creating simple slides, copying text to and from Microsoft Word, Formatting slides, and running a lecture slide show.
- **Word 2000: Working with Long Document.** A 90-minute course focussing on formatting a long research document in order to meet specific guidelines, for example publisher's instructions for authors. The course includes how to change: fonts, line spacing, paragraph layouts and indenting. It also covers creating: footnotes, styles, page numbers, sections and tables of contents.

Courses are run during term and vacation. Full details and booking are at: <http://ittraining.lse.ac.uk>

For the next academic year 2002-03

New academic staff induction

The programme of events for new academic and research staff is scheduled for the 17-23 September 2002. Full details will be available shortly.

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

External Events/Workshops

The TLDO may fund members of academic staff interested in following external training courses (please check IN ADVANCE if funding is available). For details of a range of events that might be of interest, see the TLDO website links to external events in our most recent "News" column (<http://teaching.lse.ac.uk/>). This includes web links to a selected list of subject specialist events in **Business/Management, Economics, Geography, Mathematics, Philosophy and Psychology**

Next issue of Teaching Matters

The next Teaching Matters will be circulated in September 2002. Please send suggestions for topics or articles for inclusion to Rebecca Trumble (r.j.trumble@lse.ac.uk)