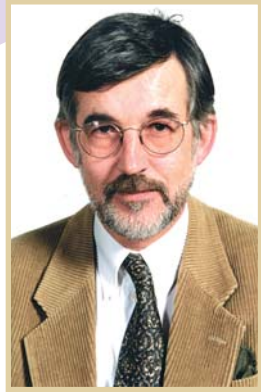


Teaching and Learning special

FROM **GEORGE GASKELL** VICE CHAIR, APPOINTMENTS COMMITTEE



Congratulations to LSE's teaching prize winners!

With teaching excellence set as one of the School's five strategic priorities over the next five years, your contribution to LSE is very much valued.

This special *News&Views* celebrates the achievements of

LSE teachers who have been awarded teaching prizes in the past two years. They include major review teaching prize winners, post-review lecturers commended for their outstanding commitment to teaching, and splendid class teachers, many of whom are busy completing their PhDs. We offer our congratulations to all of you. In the short articles below, some of these outstanding teachers share their ideas and sources of inspiration for their teaching – we hope they will inspire others.

Next year, we plan to launch a new prize scheme – open to all those involved in teaching and learning at LSE. Full details will be publicised at the start of the new academic year.

FROM **DR LIZ BARNETT** DIRECTOR, TEACHING AND LEARNING CENTRE (TLC)



Congratulations to LSE teaching prize winners of 2005 and 2006.

A key theme from interviews with prize winners is the way in which working with students can spark off new research ideas. The brief pieces below show the excitement

and enthusiasm that comes from successful teaching – and the inspiration this can give to students. It is great

to see some of the earlier major review prize winners gaining further recognition for their teaching.

This issue also highlights the growing number of LSE teachers (mainly PhD students/class teachers) who are opting to complete the Postgraduate Certificate in Higher Education offered by the Teaching and Learning Centre. We are very excited with the growth in uptake and completion this year, and in the feedback on the programme from participants, the external examiner, and the accrediting body, the Higher Education Academy. LSE staff are also gaining national and international recognition for innovation in teaching – providing growing testimony to the School's commitment to teaching and learning.

Major review prize winners 2005



DR ORIANA BANDIERA
ECONOMICS DEPARTMENT

For Dr Bandiera, getting a teaching prize was a delight – and a surprise, as she was not aware of the scheme. The prize came as a particular boost, given this is her first academic appointment. Dr

Bandiera teaches across undergraduate, MSc, PhD and summer school courses. Her research interest is in development economics but she also has the ability to teach basic microeconomics to absolute beginners. Dr Bandiera gains enormous satisfaction from teaching students who are as interested in her research topics as she is.

Her teaching is modelled around an experience she had as a student which involves students in reading research articles and learning to present and argue for the key ideas against other class debaters in a conference-style scenario. She says: 'When you have to explain something to others, then you truly understand it for yourself.' It was this approach that first inspired her to pursue an academic career and one she has perfected for her teaching. By offering students her own articles for discussion and critique,

it also enables her to keep the research/teaching link strong. For some, this may be challenging, but as Dr Bandiera says: 'Students quickly learn the rules of the game and then get fully involved themselves.'

Dr Bandiera finds the LSE teaching environment supportive, allowing staff the flexibility to find the approach that works best for them, and encouraging them to design courses at the front of their field.



DR STEVEN CASEY
INTERNATIONAL HISTORY

Dr Casey joined the Department of International History in 2001 from Trinity College, Oxford. He is currently responsible for two undergraduate courses and one MSc course. Like many LSE lecturers, part of his joy of teaching comes from the opportunity to teach subjects on which he is also researching - in his case, 20th century US foreign policy, the Korean War, and World War II.

His favourite teaching situation is interactive seminars and notes that he learnt many of his techniques from induction sessions at LSE: small groups, active participation, and prompting discussion

through maps, films, and cartoons. His department fully supports his approach.

Professor Arne Westad, convener, International History notes: 'Steve is an outstanding teacher. His students say that they like the way he brings history alive, as human choices that had to be made or as causes of events that participants could not foresee. There are few better things one can say about a historian.'



DR ERNESTINA COAST
SOCIAL POLICY

Dr Coast started her academic life at Oxford, did an MSc in demography at LSE and a PhD at UCL. She became a permanent member of staff in 2001. Dr Coast was aware of the

teaching prize scheme, and was keen to be considered as she has invested considerable time and effort in ensuring a high quality experience for her students.

The big plus of teaching for Dr Coast is the spark and enthusiasm that students can inject into the job. For her, teaching is very much a two way process –

she will invest willingly of her time and energy in those who also invest. She sees students sparking off research ideas, stimulated by her sessions, and can see potential for their ideas sparking off her own research.

In terms of teaching approach, Dr Coast has taken onboard the 'attention in lectures' graph from the teaching induction and structures lectures and classes whereby something new is introduced every 15-20 minutes.

Professor Anne West, former convenor, Social Policy, said: 'We are delighted that Dr Coast has been awarded a well-deserved teaching prize. As well as being a dedicated researcher, she is a highly motivated, effective and innovative teacher, who has obtained consistently high scores for her teaching at both undergraduate and graduate level. The courses for which Dr Coast is responsible have been converted to WebCT format, incorporating e-coursepacks and online discussion groups. She has also co-authored a range of teaching materials that are now used as standard practice across the department, and have been disseminated at the school level via the TLC.'

Major review prize winners 2006



DR EVA LABRO
ACCOUNTING AND FINANCE

Dr Labro first came to LSE in 1998 as a visiting PhD student, and never left. Her first post was as a tutorial fellow in the Department of Accounting and Finance,

with a permanent contract following in 2001.

She takes her teaching very seriously and gains great enjoyment from it, even though she sees herself as strongly research oriented. She says: 'It was great to get the teaching prize – it is important that the School offers it.'

Before obtaining her PhD, she taught in Belgium, and part of her MSc involved training in teaching which provided a good basis for her development. The LSE central induction was also very helpful.

For Dr Labro, what works best is to be enthusiastic, and to be very organised. She says: 'I really enjoy the topics I teach, and feel real ownership of the courses.' She is able to build on her research in managerial accounting through undergraduate and MSc level teaching. 'I add value', she says, 'by bringing an economics-based approach which challenges the conventional wisdom that students get from the textbooks. They get a big surprise!'

Dr Labro sees a clear connection between her teaching and her research. She finds that teaching

helps her think ideas through and helps to express her research more clearly. She involves her students in research experiments, and then feeds the results back to them. She finds getting students to read the most recent research in her field stimulates their interest and offers first hand experience of research and research methods.

Professor Peter Miller, head, Accounting and Finance, said: 'Eva is an excellent teacher. She cares about both the material and the students and makes difficult material accessible to a broad range of students.'



DR MICHAEL SCOTT
ANTHROPOLOGY

Dr Scott joined the Anthropology Department in 2001, having completed his PhD at Chicago University. Dr Scott is currently on research and

then sabbatical leave in the Solomon Islands, pursuing his ethnographic research into ethnic identity formation funded by ESRC.

Since joining LSE, he has taught courses at all levels, been joint supervisor to several PhD students, and designed and led new sessions for PhD students on field research and thesis writing. He has been an enthusiastic user of learning technology, making

extensive use of multimedia in his teaching, in order to bring a better understanding of the nature, process and findings of ethnographic research into the classroom. He has experimented with many different approaches to supporting student learning, paying particular attention to designing courses in a way that encourages students to pay attention to the breadth of their field, rather than allowing them to cherry pick a limited number of exam topics.

Professor Olivia Harris, head, Anthropology, said: 'Michael takes his teaching responsibilities very seriously, and can be counted on to produce courses which are both challenging and accessible. He's also been keen to introduce learning technologies into his teaching, and was one of the first in our department to do so.'



DR GINKA TOEGEL
INDUSTRIAL RELATIONS

When Dr Toegel completed her first PhD in Germany in psychology, she took a post that involved teaching organisational behaviour to

business students. Feeling they knew more than she did, she undertook a second PhD at the London Business School. This provided her with a basis in

management, economics and accounting. Whilst completing this second PhD, she joined the Department of Industrial Relations and moved to a permanent post on its completion.

Dr Toegel says that she gains huge satisfaction from teaching, and was thrilled to receive the prize.

She develops her lectures using two guiding principals: first, she puts herself in the student's shoes and asks how she'd react to the material if she was the student. Second, she asks herself 'Will my grandmother understand this?' It is important to not complicate unnecessarily, to use clear language and good visuals. It's also important to respect the students. Dr Toegel pays particular attention to the needs of non-native English speakers, helping to build their confidence, encouraging them to be more visible and to be willing to take risks and experiment. Dr Toegel found the most useful support came from shadowing colleagues, and from assorted TLC/CLT events. She uses a wide range of media in her teaching, and is constantly exploring new ways of presenting ideas to students.

Professor Richard Hyman, convenor, Industrial Relations, describes Dr Toegel as: 'An all-round academic who is one of our outstanding teachers. Her obvious enthusiasm for her work on organisations communicates to students, and this is clearly reflected in their learning.'

Post-major review teaching awards



DR CLARE HEMMINGS (Teaching Commendation 2005) was awarded a major review teaching prize in 2003. She has now been recognised again, for her continuing contribution to, and enthusiasm for, teaching in the Gender Institute.

She continues to extend and develop several of the innovative features of her teaching. In addition, she is seeing how others can develop. For example, she has passed on her seminar facilitation model, through mentoring postdoctoral tutorial fellows in her approach. She has developed a number of approaches to encouraging the wider academic development of students. This includes prompting a student-run reading group that brings together MSc and PhD students. She is actively and successfully encouraging many of her students to submit materials for publication, and has supported the development of a new postgraduate network. She has plans for a publications group, which will help new academic writers prepare articles, and also cope with reviewer feedback.



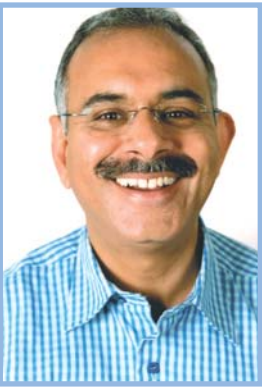
DR TIM LEUNIG (Teaching Commendation 2006) was also a major review prize winner in 2003.

Since then, he has continued to make an important contribution to teaching. He is mentor to departmental class teachers, running a start of year induction and providing back up where needed. He has continued to extend the use of technology in his teaching and has particularly valued the support of the CLT team. New copyright rules now make it possible to ensure that all students have quick and easy access to core readings.

Dr Leunig is also chair of the Learning Spaces Advisory Group. Through this work, he has increased academic involvement in the equipping of teaching spaces, and ensured that new equipment is sufficiently robust for its purpose.

When asked about the teaching awards, Dr Leunig commented that it is good to work in a department where teaching is valued and respected.

‘Given that promotion is rightly focused on research,’ he said, ‘it is good to have some reward for teaching.’



DR SUNIL KUMAR (Teaching Commendation 2006) was the third major review prize winner from 2003 to receive a teaching commendation post major review.

Dr Kumar has continued to innovate in his teaching and has experimented widely, making full use of the communicative as well as the resource elements of WebCT.

He has also developed an extensive resource for MSc student dissertations, and made several contributions to the TLC central study support programme, including the popular MSc Dissertation Week run each June.

Gaining a recognised qualification in HE teaching and learning

In October 2005, TLC launched a Postgraduate Certificate in Higher Education (PGCertHE). The programme was approved by the Graduate School Sub-Committee and was successful in gaining accreditation by the Higher Education Academy in the spring of 2006.

The programme builds on the experience of running its (non-award-bearing, but HEA-accredited) predecessor, the LSE Teacher Accreditation Programme. It offers new academic staff, researchers and PhD students the opportunity to undertake a formal teaching qualification in HE, in accordance with the recommendations of the 2003 government white paper, The Future of Higher Education. This states that the government ‘expect(s) all new teaching staff to obtain a teaching qualification which meets the (agreed professional) standards from 2006.’

This year, we had a bumper set of successfully completed portfolios, which were examined in July. Six participants completed the full certificate and twenty one completed the associate level programme. Below is the list of those who have completed the full and associate level certificates and its predecessor in the past few years.

LSE POSTGRADUATE CERTIFICATE IN HIGHER EDUCATION

FULL CERTIFICATE JULY 2006

Kirsten Ainley	International Relations
Stephanie Carvin	International Relations
Alasdair Cochrane	Government
Silvia Elaluf Calderwood	Information Systems
Rune Dhal Fitjar	Government
Achim Goerres	Government
Alicia Renedo Udanondo	Social Psychology

ASSOCIATE CERTIFICATE JULY 2006

Aseel al Ramahi	Law
Alexandra Bird	International Relations
Katherine Brickell	Geography and Environment
Antoine Bousquet	International Relations
Zsusanna Chappell	Government
Nicola Countouris	Law
Simon Curtis	International Relations
Diane Frey	Industrial Relations
Tanya Harmer	International History
David Haycock	Economic History
Rune Henriksen	International Relations
Hyo Kang	Law
Aiobheann Kilfeather	Geography and Environment
Robert Kissack	International Relations
Marjo Koivisto	International Relations
Simona Manea	International Relations
Melissa Nolas	Social Psychology
Serena Sharma	International Relations
Kai Spiekerman	Government
Ewan Stein	International Relations
Holger Stritzel	International Relations
Andreas Warntjen	Government

LSE TEACHER ACCREDITATION PROGRAMME (PRE-2006 AWARD)

FULL CERTIFICATE

Armida De la Garza	International Relations
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Anneliese Dodds	Government
Christopher Ruane	Law
Indraneel Sircar	Government
Jordi Vaquer I Fanes	International Relations

ASSOCIATE LEVEL CERTIFICATE

Sharon Attia	Social Psychology
Nina Caspersen	Government
Cristel De-Rouvray	Economic History
Hannele Huhtala	Social Psychology
Geeta Kulshrestha	Geography and Environment
Marjo-Riita Parzefall	Industrial Relations
Daniela Passolt	International Relations
Roisin Ryan-Flood	Gender Institute
Roona Simpson	Social Policy
Joachim Wehner	Government

The programme involves teaching, teaching observation and feedback, practical development work around participants’ teaching practice, engagement with HE teaching and learning literature, reflection on practice, and small research and development projects. Participants put together a portfolio of their work for assessment purposes.

The programme currently has an external examiner from Queen Mary and Westfield and underwent a mini-TLAC review last July, with Professor Gill Nicholls, director of Kings Institute of Learning and Teaching, acting as external reviewer. The programme has Higher Education Academy accreditation for the next five years.

Graduate Teaching Assistant prize winners

2004-05

ACCOUNTING & FINANCE

Sridhar Arcot
Yasmine Chahed
Spyros Pagratis

ANTHROPOLOGY

Casey High
Evan Killick
Michelle Obeid

DESTIN

Gavin Capps

ECONOMIC HISTORY

Ayowa Afrifa
Chris Vellacott

ECONOMICS

Madhav Aney
Dave Donaldson
Maarten Goos
Paul Hofer
Michael McMahon
Manuel Palazuelos-Martinez
Sotiria Theodoropoulou

GENDER INSTITUTE

Silvia Posocco
Mercedes Wearing

GEOGRAPHY & ENVIRONMENT

Benat Bilbao-Osorio
Peter Wright

GOVERNMENT

Garrett Brown
Jonathan Githens-Mazer
Heidi Matisonn
Timothy Oliver

INDUSTRIAL RELATIONS

Maria Koumenta
Maikki Parzefall
Iain Reid

INFORMATION SYSTEMS

Dionysios Demetis
Jonathan Ezer
Maha Shaikh

INTERNATIONAL HISTORY

Isabelle Rohr

INTERNATIONAL RELATIONS

Annika Bolten
Martin Gonzalez

MATHEMATICS

Mark Baltovic
David Cartwright
Luis Cereceda
Diego Jimenez-Huerta

OPERATIONAL RESEARCH

Yael Grushka-Cockayne
Leah McClimans
Armin Schulz

SOCIAL POLICY

Babken Babajanian
Nicole Barbery
Carmen Huerta

SOCIAL PSYCHOLOGY

Sharon Attia
Cathrine Jansson
Assaf Sharabi

SOCIOLOGY

David Reubi
Philip Chan
Yael Grushka-Cockayne

STATISTICS

Miltiadis Mavrakakis

2005-06 so far...

ANTHROPOLOGY

Florent Giehmann

DESTIN

Andrew Fischer
Miatta Fahnbulleh

ECONOMIC HISTORY

Chris Vellacott
Michael McMahon

ECONOMICS

first prize
Giovanni Ko
runner-up prize
Ralph Ossa

Manuel Palazuelos Martinez

Sotiria Theodoropoulou
Jang Thia
Fabian Waldinger

EUROPEAN INSTITUTE

Farimah Daftary

GOVERNMENT

Garrett Brown
Alasdair Cochrane
Diane Frey
Maria Koumenta
Erin Van Der Maas
Horen Voskeritsian

INFORMATION SYSTEMS

Magda Hercheui

INSTITUTE OF MANAGEMENT

Felipe Monteiro

LAW

Robert Craig
David Hood
Arlie Loughnan
John Upton
Jeremy Howick
Michael Moehler

Successful funding bids



Drs Margaret Bray (right) and Jonathan Leape (left), Economics, and Neil Mclean, TLC/Language Centre (below), have received a second award from the Economics Subject Centre for *Writing for Economists: embedding the development of writing skills in economics courses*.



This project, which has been evolving throughout this year, uses specially trained class teachers, WebCT and changes to formative assessment in a large undergraduate course to hone the writing skills of undergraduate economists. It addresses a concern of employers and alumni who have commented on the lack of professional written competence amongst LSE economics graduates, which contrasts with their high-level problem solving skills.

E-tutor commendations



Drs Luke Freeman (left) and Jerome Lewis (right), Anthropology, who are just completing their work on the JISC/NSF funded DART project in anthropology, received commendations in the 2005 E-tutor Of the Year awards for teaching innovation.

Their work has enabled them to bring their ethnographic research into the classroom and to give students a strong flavour of what fieldwork, and the subsequent process of academic writing, involves. Anyone interested in finding out more about the DART project, see: www.lse.ac.uk/collections/anthropology/dart.htm or contact the project co-ordinator Caroline Ingram: c.ingram@lse.ac.uk

