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**Newcastle**

**University**

**Technology-**

**Enhanced**

**Learning**

**Advocates**

2015 Peer recognition awards

Marjorie Robinson Library Rooms
Friday 4th March 3.30 p.m.

# 2015 NUTELA Peer Recognition Awards

NUTELA is pleased to announce the winners of its 2015 Peer Recognition Awards.

These awards are designed to recognise University staff who go above and beyond the call of duty to help their colleagues, schools and units to adopt forms of technology-enhanced learning (TEL).

Staff were asked to nominate someone who had helped them understand the purpose of a specific learning technology, or someone who has been instrumental in progressing TEL initiatives.

Congratulations go to this year's winners:-

* **Gigi Herbert (Development Officer within the Curriculum Development team at the Careers Service)**
* **Graham Patterson (Computing Technician with Sage Faculty IT)**

Both have both been integral to helping other staff to adopt innovative technologies in their teaching. The award will be presented by Professor Suzanne Cholerton, Pro-Vice-Chancellor (Learning and Teaching) and the winners will be invited to the Vice-Chancellor’s Celebrating Success event.

# Nominations

Many staff were nominated for the awards, and deserve to be commended. Their nominations are listed below, as well as those of the winners.

# Nominee: Ms Eleanor Lockhart

## For novel method of interaction with students on distance learning programmes

## Nominated by Ashraf Azzabi

Ms Eleanor Lockhart is the current programme administrator for a suit of online only distance learning programmes comprising oncology, palliative care and oncology for pharmaceutical industry professionals. In addition to her role as the administrator for the programmes, Ms Lockhart has been studying via distance learning at Edinburgh University, for a diploma / MSc in digital education.

Since starting studying, Eleanor has applied her newly acquired knowledge and past experiences to developing some of the modules within our programmes and has in my opinion significantly enhanced not only student experience but module leader satisfaction with delivering the modules in question.

The most recent example of this is the introduction of an entirely new and novel method of interaction with students living hundreds or thousands of miles away from Newcastle.

Eleanor suggested using virtual Multidisciplinary Team Meeting (MDT) to enhance students experience and learning and came up not only with the design and structure for the meeting but also with the technical means of doing it across continents. She researched the technical side and decided on a voice only Skype sessions due to the limited bandwidth available to some of our students living in other parts of the world and also suggested on hosting two sessions at different times of the day to allow students from different time zones to participate. The two sessions were preceded with 2 clinical case scenarios posted on blackboard and asking students to participate in a blackboard forum discussion and asking them to look at the cases from their own geographical or professional angles.

The two Skype sessions went ahead a couple of weeks ago and went down a storm! I, as the module leader along with a colleague of mine who acted as a co-moderator and “skyped” in from abroad, as well as all the students found the experience extremely useful and enjoyable Students have already communicated with very positive comments using remarks such as “I have learned from this one hour session a lot more than I would have done from hours and hours of reading papers” another student asked for these session to become a regular, weekly occurrence. A student who “skyped” in from work had commented that if it wasn’t for the immediacy of being able to drop in and then get back to work in a timely fashion they would not have been able to attend and they added that would have been such a waste! In summary Miss Lockhart and with her innovative idea of using a readily and freely globally available technology designed a novel activity which has helped deliver teaching of a very high standard, supported off campus students in achieve better learning, and as attending an MDT is an integral part of every oncology and a palliative care professional life attending these virtual MDTs will no doubt help employability skills, all the while delivering this in what turned out to be a hugely enjoyable experience for all participants.

# Nominees: Susan Barfield and Gemma Bates

## for personal capture software (pCap) in assessment for distance eLearning modules.

## Nominated by Lynne Rawles

Both Susan and Gemma have been instrumental in introducing the pCap software for use by students at a distance.  This has been a complex task and ranges from the creation of folders on the recap server, creation of supporting documentation for students, supporting distance students with any issues they may encounter with the software, ensuring students feel comfortable about using the software and instructing module leads on how to access and mark the uploaded student recordings.

Gemma, from the programme side and Susan, from the technical side have worked together to support students as they learn to use the software, this can be quite complex when working from a distance.  If it was not for the help of both, the eLearning programmes would not be able to offer this innovative method of assessment.

Having students upload a recording has significantly enhanced assessment experience for distance eLearning and contributed to the learning, teaching and student experience strategy.  As markers we now see and hear the students, we see how well they keep to time, how concise they are in explaining their slides and how engaging they are.  Not only does this help us in our fraud prevention strategy (we can now see the students are who they say they are, and that they are submitting their own work) it has also enabled us to incorporate more stringent assignments methods for presentations.  Use of pCap also enhances the experience of the student as they use the software to practise their presentation skills, by uploading and viewing their recordings they can hone their presentation skills. The student experience will be further developed in the next phase of the project as we ask them to feedback on their peers' recordings. Gemma and Susan have again played a crucial role to allow this new innovative initiative to take place.

# Nominee: Marc Bennett

## For support for implementing learning technology

## Nominated by Henny Mills

Marc, being based within in NUIT, has been extremely helpful and supportive over the last years in the implementation, development and investigation of learning technology within a teaching environment. Marc has been very helpful if any staff member within CEG, included myself, considered to include learning technology into their teaching and required central support. Marc is always contactable and will try to answer any queries or help on the matter as soon as possible. I would like to highlight his support for implementing learning technology with two examples.

Marc has supported the teaching delivery approach the School of Civil Engineering & Geosciences (CEG) have taken for the last three years by using mobile devices as part of the PEARL (Pioneering Education: Advanced Resource for Learning) project. He has shown interest in the project and has been supporting us in implementing this change in teaching delivery using an enhanced technology. Marc suggested a variety of apps, such as Responseware, Newcastle University app, BB mobile app, Filr etc. which would support the use of mobile devices in a teaching environment. He assisted in the implementation of such as within the teaching and ensured with us that the apps, like BB mobile worked well on our chosen Android based tablets. Simultaneously Marc was open to suggestions and improvements for the apps and consulted with app developers the best implementation within teaching in CEG, Newcastle University. Furthermore, he was also approachable and responsive if issue around the use of mobile devices in teaching rooms occurred, such as weak Wi-Fi or limited Wi-Fi availability within the University.

Secondly Marc’s support for the use of Responseware, a mobile app for the use of TurningPoint in lectures, has been exemplary. He ensured that the app could be trialled within the CEG PEARL project for the use on the mobile devices and that sufficient licenses were secured for its use in a teaching environment, once it was established as suitable. Any issue around Responseware were dealt with very promptly by Marc. He sourced an alternative app, when Responseware was not working well in a teaching environment and hence secured that technological based lectures could be carried on. His support for the use of mobile devices in a teaching and learning environment was very beneficial to ensure that students can use such devices reliably.

For his support on using mobile devices in a teaching environment, I believe Marc deserves to be awarded the peer recognition award.

# Nomination Graham Patterson

## For Supporting the PEARL project

## Nominated by Henny Mills

Graham is a Computing Technician with the SAGE Faculty IT. Graham is a very valuable staff member, who always responds to calls for help around any IT issue. He will address all issues to a very high standard and efficiency. Having a staff member like Graham makes everybody else’s work possible and provides fantastic peer support.

Graham has been instrumental in the introduction of mobile device based teaching and learning in the School of Civil Engineering (CEG). Since 2012 CEG has been running the PEARL project (Pioneering Education: Advanced Resource for Learning) to revolutionize teaching delivery and enhancing the student experience across the School of CEG. The modernisation of teaching methods in CEG was recognised as essential to help foster the development of new pedagogical approaches and to improve the student experience. For this a tablet devices (Android based) was issued to each incoming students since 2012 in Stage 1 of the CEG undergraduate degree programmes. Through the availability of a tablet device, all UG CEG Stages are now accessing T&L material via the tablet device on a 24/7 basis; allowing the student experience to be enhanced through more flexible learning.

Graham has been central to the introduction and management of the PEARL project and without him, the use of tablet devices within the teaching environment of CEG would not have been such a success. From the early stages of the project, he has been liaising with companies, investigating suitable devices for learning and teaching, but also negotiating prices, warranty and ensuring delivery of the devices in their branded cases. Graham and the CEG IT team ensured that all devices were fully functional and setup correctly before these were handed to the students in induction week. When I was not able to deliver the tablet inductions sessions due to other teaching commitment, Graham ran the sessions for up to 100 students, which is well beyond the scope of an IT Technician. He executed those session confidently and advised students how to best integrate the tablet device into their learning at Newcastle University. Many of the best practices on how to use the tablet device for learning were investigated by Graham, such as suitable apps for annotating lecture notes, mapping network drives and syncing University files. He supported the development of documents on how to use the tablets for the student learning experience.

If students have problems with their tablet device, Graham will try to help the students as soon as possible if not immediately. He is very passionate about using technology in a teaching environment and I admire his ability to show everybody how to adapt the tablet device best for their needs and skills. In summary, the revolutionized way of teaching delivery and improved student experiences within CEG would not have been possible without Graham’s support and enthusiasm for technology-enhanced learning. I cannot imagine anybody would deserve the peer recognition award for Technology Enhanced Learning more than Graham.

# Nominee Lucy Keating

## For Library digital literacy event

## Nominated by Jo Geary

Last year Lucy Keating initiated, led and co-ordinated the inaugural Library *#seeittryitshowit*digital literacy event, which was a programme for Newcastle University Library and associated staff to explore how new technologies and tools can help staff in their jobs and help staff to help students. The event took place over three days and was aimed at achieving a number of objectives:

* To enable staff to experiment and explore with technologies and tools.
* To give colleagues the chance to showcase what they are doing in a friendly and informal environment.
* To encourage the sharing of ideas about how the Library can use these technologies in the future.
* To nurture the Library’s culture of innovation, collaboration and support.

The event incorporated a wide range of formats to encourage maximum participation; including displays, short talks, tours, presentations, activities, online resources, drop-ins and aimed to be as flexible as possible so that as many different learning styles as possible could be accommodated. Some sessions were bookable, and others drop-in; the event was also split over different time slots on consecutive days to cater for varying staff timetables.

Over 70 bookings were made and another 30 staff members attended the drop-ins. The event website (<http://libguides.ncl.ac.uk/seeittryitshowit>) received over 1,300 hits during the programme and bookings came from all different sections of the Library; colleagues from the Careers Service, LTDS, NUIT and the Language Resource Centre also attended.

An online survey was circulated to all colleagues, which elicited 31 responses:

* 30% of respondents gave it the top overall ‘fantastic’ rating, and 60% rated it ‘good’
* 45% said they found the supporting website very useful, 35% quite useful
* 21 respondents said they would have liked to have attended more sessions.

The event was very positively received by those who participated and helped raise awareness of digital tools and technologies, with many colleagues identifying specific things they have learnt and/or will investigate further, as well as enabling staff to learn more about the work of other sections of the Library and University. As a result of the very positive reception the Library will now look to run a similar event in 2015 to build on the areas of learning from 2014.

The work that Lucy has carried out in relation to this project aligns particularly well with sections B and G of the Learning, Teaching and Student Experience Strategy:

* In terms of aiming to support all those involved in teaching to excel and to continue to develop their approaches to learning and teaching, through:
	+ Opportunities to engage with best practice, disciplinary and pedagogical research, and peer communities
	+ Encouraging innovation in teaching and consideration of a range of approaches to delivery
	+ Equipping staff to embed digital technologies effectively within their teaching and to develop technology-enhanced learning
* And, in terms of:
	+ Delivering a coherent and distributed network of effective facilities, technologies and professional services that support staff and students throughout the student lifecycle.
	+ Developing innovative facilities and services to meet the needs of a diverse staff and student population.

# Gigi Herbert

## For Supporting Career Development Modules

## Nominated by Salome Bolton

The Careers Service Curriculum Team develop, deliver, support and assess a suite of 20 credit, year-long modules that support students in developing their understanding of core employability skills and offer them the opportunity to gain practical experience of applying these in a professional context through a 70 hour work placement. These are large enrolment, cross-University modules drawing around 500 students from 2nd year to Masters -level from a wide variety of subjects in any given year.  Gigi has been fundamental in developing the team of six to help manage the complexities around student assessment and enhancing learning through the innovative use of technology.  Over an 18 month period Gigi worked tirelessly to encourage and mentor the team to adopt electronic marking through Grademark and Turnitin, this was initially piloted by Gigi through one of our smaller modules and has now been rolled out across the suite to help increase the efficiency of marking large numbers of scripts and to enhance the quality of feedback provided to our students. To be consistent to all students it was vital that the whole teaching team were committed to using Grademark, though some team members who preferred to mark on paper and who had medical issues had many reservations initially. Gigi helped each team member work through these issues and address any problems using individual support and training.  In February 2015 the team marked over 335 reflective essays online using Grademark; and have received very positive feedback from students informally and via our student-staff committee about the additional benefits of being able to access their feedback online via this system. The team also saw many benefits and we are looking to further develop our use of Grademark in the future.

These approaches have contributed to the learning, teaching and student experience through facilitating and supporting student learning and achievement, as well developing their employability through increased engagement with our modules. Gigi has been mindful to reflect on the need to develop our assessment and feedback framework to ensure that students receive timely and useful feedback that feeds forward into the improvement of performance.  She has taken feedback received from staff student committee around a lack of understanding as to where they went wrong in this first assignment, found a way to address this concern, provide more accurate and informative feedback and improve the way the team undertake marking in a way that can be continued for the future.

# Nominee Dr Debbie Bevitt

## For e-Assessment and Feedback support

## Nominated by Mike Cameron

I have had great support from Debbie, in projects at the University level (OLAF) and in working with her school (Biomedical Sciences). Debbie has given me support and advice for OLAF, for example, in dealing with situations where an exam has gone wrong. She has offered different ways of working, for example, in using assessments formatively. Debbie has shared her work at LTDS events on several occasions. Her presentations, for example, on students writing practice questions for each other using mobile devices, have always been inspiring and well received. I have learnt from both the outcomes and approaches Debbie has taken. Moreover, I know she has provided a great deal of support for colleagues in her department in areas of eLearning and eAssessment. For example, she has piloted online tests and exams in a variety of forms, and led pilots for online submission and feedback within the department. These pilots and projects are always team based (meaning they stick better) and large scale as the numbers of students in the school are significant.

Debbie chairs the eAssessment and Feedback Steering Group, both representing academic colleagues and helping take the projects forward within the limited resources available. She combines leadership and decision making with tact and diplomacy. This is important when we are looking at high stakes exams that can go wrong. eLearning and assessment and feedback are vital components of the learning and teaching strategy that she has taken forward at both School and University level. Debbie has always been open to the range of tools and approaches that can meet the needs of different staff and students at the University.

# nominee Samantha Ducker

## for her work within the Masters of Clinical Research programme, within the Faculty of Medical Sciences.

## Nominated by Dr Fraser Birrell & Dr Jenny Yeo

Sam has worked hard with the team to lead and facilitate the introduction of initiatives such as Adobe Connect to have interactive seminars & tutorials with e-learners and Grademark to electronically mark student's submissions. She has arranged teaching sessions with module leaders, led discussions at Board of studies and arranged one to one sessions with individual module leaders. During this she has led the way in introducing use of both Adobe Connect & Grademark in her own module. Her dedication and enthusiasm has resulted in the subsequent widespread use of this technology throughout the programme.

Adobe Connect allows e-learners to benefit from direct & personal interaction with tutors. By introducing this technology to students in the first module, it enhances their engagement with the course material and their fellow students, enhancing the student experience.

Grademark is software that allows electronic marking of student submissions, easily accessible to students via blackboard. As student submissions are directly viewable through Grademark to the marker, rather than having to be sent by an administrator, this streamlines and speeds up the process. Markers can build up a library of comments to allow improved standardisation and detail of comments. Students receive a detailed breakdown of their mark, and written comments from the marker, in a standardised format. Markers also have the opportunity to leave a recorded verbal comment if they wish, personalising the process further.

The widespread adoption of Grademark has therefore improved the quality and speed of student feedback for Masters in Clinical Research programme. This widespread adoption has only be possible due to Sam's expertise and willingness to assist others to use this technology.

These initiatives map directly to the key themes of the Learning, Teaching & Experience Strategy, including the relationship between research and teaching (which is integral to the M.Clin.Res. programme); student engagement and integration of cross-cutting themes, including e-learning- directly enhancing the postgraduate student experience.

# Nominee Dr Nichola Lax

## For enabling microscopic analysis for students

## Nominated by Elizabeth Stoll

Dr Nichola Lax, a Post-Doctoral Research Associate in the Mitochondrial Research Group, has gone out of her way over the past few years to enable microscopic analysis for students within the Faculty of Medical Sciences. She regularly mentors students at every level of training to work with this technology. Here are a few of her projects (that I know about!)

* Manages software updates for an automated stereological light microscope, and is always available to help when students have trouble with the software or the microscope itself.
* Pushes technology development for immunehistochemical analysis. This work includes spearheading a switch in methodology from chromogen labelling to quadruple immunofluorescence, as well as adopting and optimizing new CLARITY technology.
* Completed a thorough specification and price comparison for a new laser-capture micro-dissection scope, and facilitated the training process for dozens of young researchers.
* Provides a welcoming environment for researchers at every level, supervising both post-graduate and undergraduate students with clear instruction and useful feedback.
* Worked with two other PDRAs to organise a public engagement project called ‘Eve’s Curse’ which encouraged aspiring artists from the community to create sculptures and drawings inspired by photomicrograph images from the lab. The dozens of artworks were presented at the Hancock Museum in 2013, raising money for a charity benefiting patients with Mitochondrial Disease.

 Nic is an extraordinarily dedicated researcher and a great supervisor of student researchers in the biological sciences. Her work has been integral in facilitating microscopic analysis for many, many students (and other post-doc researchers)!

# Nominee Dr Henny Mills

## For Civil Engineering and Geosciences tablet project

## Nominated by Marc Bennett

I would like to nominate Dr Henny Mills from the School of Civil Engineering and Geosciences for her tablet project. Henny and her team have done a fantastic job embedding TEL within their course through the use of tablet technology. What has impressed me the most about this implementation is that it wasn't a case of shoehorning in technology for the sake of it, the 3 year project has clearly demonstrated the benefits of using tablet technology to complement and enhance existing pedagogy.

By equipping course staff and all students with tablets Henny has been able to take advantage of some of the most innovative teaching solutions currently available. The tablets allow Henny and the rest of the course staff to make their sessions a lot more engaging offering a greater range of approaches to course delivery such as including in-class voting and back-channels for students to gauge their performance and ask questions.

The tablets come pre-installed with a range of University apps that help improve the student experience and their digital literacy:

-Course materials and activities are accessed via the Blackboard Mobile Learn app

-Students can manage their documents and access them anywhere using the university Filr app

-Students can manage their library account and view their timetable via the Newcastle University App

Henny's project has also helped to streamline administrative processes and significantly cut down on paper hand-outs whilst at the same time equipping staff with the tools to embed digital technologies effectively within their teaching and develop a blended learning approach to their course.

As a Learning Technologist, I have learnt a lot from Henny's project, she has successfully integrated technology and made a significant cultural shift in how academics deliver their course and how students learn. Most impressively, this change has been implemented with minimal resistance which demonstrates how well thought out and beneficial the project has been.

# Nominee Sue Vecsey

## For Learning Technology support

## Nominated by Laura Delgaty

Sue has helped me and four other women involved with NU earn their PHDs. She has provided unlimited help with handling and accessing documents. She has helped create templates, manage complicated data and assist in academic presentation. All of the students were also staff members here, so juggling several commitments. The PhD process itself is difficult enough without the added stress of sorting through the complications of longer and complex documents.

I would like to share a few examples. I would work all day Sunday on my PhD and send whatever I was working to Sue late Sunday night with a list of questions or problems. On Monday morning, it was always one of the first things she did and I had an immediate response. Really, hers support was invaluable.

She has given us all one on one tutorials and has been sent work and asked to help manage styles, formatting etc. for a myriad of tasks. Whenever a presentation is looming, Sue is called on to help with the finer points of PPT and Turning Point.

When FILR was introduced, Sue helped us switch over and begin using the drop box. Although her remit did not include this, she spent hours helping us with alternative software, for example NVIVO and Endnote.

She also teaches undergrads and has been instrumental in developing online packages and learning support tools for them to assist in their use of technology.

Her contributions to the learning, teaching and student experience through facilitating and supporting staff/student learning is incredible and is noted below in italics. First of all, we were all staff members so she assisted in helping us with our research contributing to *research informed teaching strategies.* Next, as students, she helped us increase our achievement, thus *developing our employability prospects*. In fact, three of the four successful PhD candidates have left this University. Finally, not only did Sue help us, she taught us how to do more complex things (contents, tables, figures, Excel) which contributed to *providing access to an environment within which effective learning can take place*. I now have more confidence using software and hardware at the University and pass much of it on to my research students.