

# Newcastle Educators Teaching Excellence at Newcastle



Newcastle  
Educators  
**Edu**bites



- Opportunity for all colleagues interested in teaching and scholarship to meet
- Share good practice across disciplines
  - *e.g.* Modern Languages Reading Club
- Enhance communication and collaboration
- Create a supportive community for T&S colleagues
- Hold regular, informal meetings to discuss work related to teaching and scholarship activities
- Colleagues to engage with Faculty Representatives





- Teaching Fellows Forum originally launched in 2011, reorganised as Teaching and Scholarship Forum in 2013 and Newcastle Educators in 2015
  - Sara Marsham (Marine Sciences), JC Penet (Modern Languages), Vanessa Armstrong (Biomedical Sciences), Katie Wray (SAGe Faculty), James Field (Dental Sciences), Phil Ansell (Maths & Stats.), Lindsey Ferrie (Biomedical Sciences)

## Previous meetings:

- Introduction to the Forum by Prof. Suzanne Cholerton
  - The Newcastle Offer; role-specific issues in T&S
- Reward, recognition and progression
- Scholarship of Learning and Teaching (SOTL)
- Students as Partners in SOTL
- Supporting Reflective Practice



## **Edubites Teaching Excellence Series 2016-2017**


Opportunity to engage in some wide-ranging discussions with a number of stakeholders

### **Newcastle Educators blog**

Sharing our practice across the institution

<https://ncleducators.wordpress.com/>

 @NewcastleEduca1

 <https://www.facebook.com/groups/717073635095218/>



### Teaching excellence series

**Wed 9/11:** What's the evidence?

**Thur 15/12:** Educator perspectives

**Wed 8/2:** Student perspectives

**Wed 1/3:** Institutional approaches

**Wed 26/4:** Open forum discussion

**Devonshire G21/22**

**Ridley2 1.57**

**1-2pm, Lunch provided**

@ educators@ncl.ac.uk

tinyurl.com/edubites



## TES #1 - What's the evidence (James)

- *Effectiveness vs Excellence*
- *Support/Community*
- *Sources of evidence and literature*
  - *Robust but few*
- *What about 'good enough'?*

## TES #2 - Educator Perspectives (Katie and JC)

- *Innovation versus Excellence*
  - *What works*
- *Personal Perspective on Lecturing/Recognition*
  - *Continuous questioning*
  - *Regularity/amount of feedback*
- *Class size, individual impact, societal impact*

## TES #3 - Student Perspectives (Phil)

- *What do students think Teaching Excellence is?*
  - *Different language to educators*
    - *Engage, co-creating, conversational*
- *Evidencing Excellent Teaching - TEAs*
  - *Recognising the whole learning environment*
- *Comparing Student and staff perspectives*

## TES #4 - Institutional Approaches (Sara and Suzanne)

- *What do institutions think Teaching Excellence is?*
  - *Two types of definition; norm and criteria*
  - *Recognise different things to students*
  - *Need more research on teaching excellence*
- *What is the TEF?*
  - *Excellence at an institutional level*
- *Newcastle's approach*
  - *Metrics, opportunities and challenges*

- Range of understandings, meanings and emphasis
  - Pedagogic competence and skills
  - Research-informed pedagogic practice,
  - Relationship with the students and the teacher's influence on them
- Views of measurability dependent on the definitions and interpretations of excellence
  - Excellence is almost impossible to 'measure'
  - Need for a more critical interpretation and evaluation of excellence







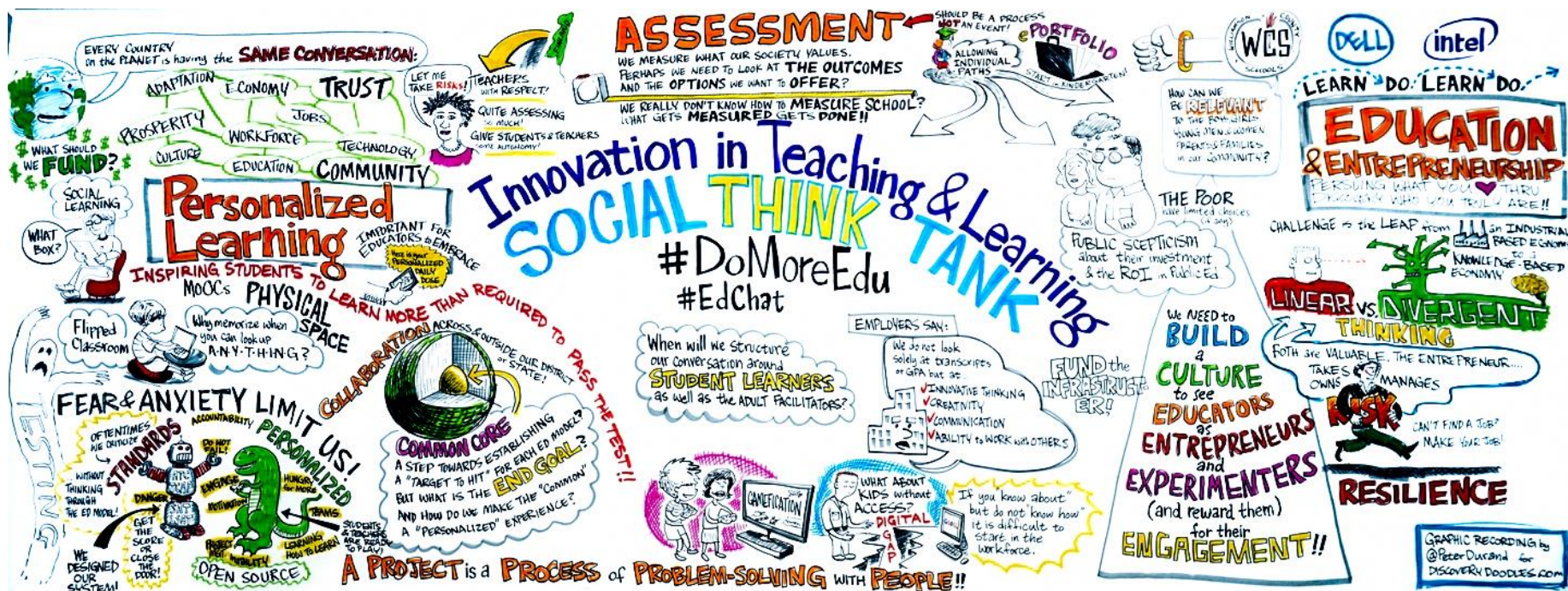


# The Excellent Teacher is:

- ‘Dedicated’ and ‘committed’
- Able to establish motivational learning relationships
- Has expertise in their subject discipline
- Skilled in pedagogic approaches
  - Encourage learner independence and critical thought
- Influences learners such that they develop their desire to learn and experience ‘safe’ learning spaces where they can try out ideas, share thinking, make mistakes, innovate and experiment



# Is Innovation Important?



## Innovation with a purpose?

## Definition of Teaching Excellence

At Penn State, teaching excellence is viewed as:

- an academic process by which students are motivated to learn in ways that make a sustained, substantial, and positive influence on how they think, act, and feel;
- a process that elevates students to a level where they learn deeply and remarkably because of teacher attributes that are outlined below.

- Need resources, programmes and support
- Student satisfaction - way they think, act and feel (not just the grades they get)
- Remains a need for incentives
- Reliable assessment as teaching excellence is not formulaic
- Aspirational and future investment prompted by TEF





- What is Teaching Excellence to you?
  - Personal experiences
  - What one thing would you bring from a previous institution?
- What is Teaching Excellence at Newcastle?
  - What is our USP?
  - What do we do well?
  - What could we do better?





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## Edubites 2017-2018

Opportunity to shape Edubites  
Get in touch with your ideas!

## Newcastle Educators blog

Guest blogs - share your practice

<https://ncleducators.wordpress.com/>



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