

Title: **No One Knows About My Award: how can I share this?**

Presenters: **Pam Parker, Susannah Quinsee and Michael Detyna**
City University London

Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Examine whether there is any impact from gaining an institutional learning and teaching award beyond the individual and department
- Explore the barriers and enablers to making an impact
- Discuss some approaches that are being used to share practice from awards across an institution
- Share participants experiences in their institution

Session Outline

Key issues to be addressed are: Continuing professional development for learning and teaching, Learning and Teaching Awards, impact beyond the individual and sharing good practice.

The National Teaching Fellowship Scheme (NTFS) was launched in April 2000 (HEFEC) and this led to most HEI's introducing their own learning and teaching award schemes. City University London was one institution where such a scheme was introduced. There were several reasons for this including wanting to recognise those who promoted excellence in teaching, creating a network of practitioners who could share their expertise, raising the profile of teaching and creating a development route for practitioners so the institution could encourage applications for the National Teaching Fellowship Scheme.

Some of the original reasons for introducing the scheme have not been realised. Whilst there have been a number of awards 25% of these have gone to staff who have achieved more than one and there have been limited numbers of applications for these each year, the creation of a network for sharing good practice has been patchy, there has been no real place for the student voice and for two of the last three years only one member of staff has applied for the NTFS. Some of the reasons for this agree with findings from other studies and include award winners seeing their work as only relevant to their discipline, there has been no clear framework for award winners to mentor new awardees and there is a lack of dissemination of good practice (Halse, Deane, Hobson & Jones 2007, Palmer & Collins 2006, Skelton 2004).

The institution this year has changed the scheme and has introduced several new activities to overcome these problems and create a network of "excellent teachers". The discussion paper will share these changes and look at how new networks are being developed to disseminate good practice, mentor new awardees and see the scheme as inclusive and developmental. In addition there will discussion of the development of the award scheme to enhance across School and University activity and to provide support for staff to progress towards national excellence in their role.

Session Activities and Approximate Timings

25 mins

There will be an overview of the scheme since its introduction and what awards have been given with an indication of the impact they have had. There will then be an outline of the new scheme and the activities that have been used to develop the networks with some evaluative data.

5 mins

Participants will be asked:

- Do you have a scheme in your institution?
- How do you know about this person and their award?
- How is good practice promoted in your institution

10 mins

Participants will be asked to share their experiences and answers to the above

5 mins

Questions and discussion of future actions.

References

Halse C, Deane E, Hobson J & Jones G (2007) The research-teaching nexus: what do national teaching awards tell us *Studies in Higher Education* Vol 32, (6) pp727-746

Palmer A & Collins R (2006) Perceptions of rewarding excellence in teaching: motivation and the Scholarship of teaching *Journal of Further and Higher Education* Vol 30, (2) pp193-205

Skelton A (2004) Understanding 'teaching excellence' in higher education: a critical evaluation of the National Teaching Fellowships Scheme *Studies in Higher Education* Vol 29 (4) pp451 - 468