

Title: **Learning, teaching and assessment orientation:
it's for everyone**

Presenters: **Sally Bradley and Sue Beckingham**
Sheffield Hallam University

Abstract:

Learning Teaching Orientation touches on all the conference themes. The orientation events were designed and are delivered by Educational Developers as we believed that all staff new to the institution required an induction to the ethos of learning and teaching at Sheffield Hallam University, not just an induction to Health and Safety and HR. This has now been incorporated in the Professional Development policy and framework and is currently being activity implemented across the institution. The paper is a research paper sharing the research and evaluation undertaken into LTA orientation but the actual events also actively promote the link between research informed teaching and teaching informed research. The paper poses the question, is this the responsibility of Academic Development or should this be part of an integrated induction to the university.

SEDA Values

Indicate which SEDA Values may be relevant to your proposal:

An understanding of how people learn	X	Scholarship, professionalism and ethical practice	X
Working and developing learning communities	X	Working effectively with diversity and promoting inclusivity	X
Continuing reflection on professional practice	X	Developing people and processes	X

As committed members of the SEDA community, the SEDA values underpin all our work, the values are embedded in the orientation events

Session Learning Outcomes

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

- Evaluate current practice in own institution.
- Identify priorities which are important to new staff within their own institution
- Initiate.
- Compile and construct a learning, teaching and assessment orientation event.

Session Outline

Key issues to be addressed are:

Not all new staff at Sheffield Hallam University undertake the PG Certificate in Learning and Teaching in Higher Education (aka the “new staff” course); some teaching is provided by Associate Lecturers whose primary role is in other areas of the university; and we also have some transfer between local Higher Education Institutions where there is a significant cultural difference and learning and teaching ethos. This raises the following questions:

- How do new staff learn about the language and culture of learning, teaching and assessment (LTA) at Sheffield Hallam University?
- How do staff find out what they need to know and what “we” think “they” ought to know?

The paper presents the finding of this research and the challenges faced when trying to implement a university wide process at Faculty level.

We will share the framework we adopted to introduce the ethos of learning and teaching to cohorts of staff, academic and learning support.

Session Activities

Introduction: 5 mins

Presentation of the paper on LTA orientation: 15 mins

Discussion, sharing practice:

- How do new staff learn about the language and culture of learning, teaching and assessment (LTA) in your institution? 10 mins
- How do staff find out what they need to know and what “we” think “they” ought to know? 10 mins

Close:

- Is this the Educational Development Unit's responsibility or should this be a local Faculty based activity? (5 mins)

References

Joyce Barlow & Maria Antoniou (2007): Room for improvement: the experiences of new lecturers in higher education, *Innovations in Education and Teaching International*, 44:1, 67-77

Helen Gale (2011): The reluctant academic: early-career academics in a teaching-orientated university, *International Journal for Academic Development*, 16:3, 215-227

Susan Mathieson (2011): Developing academic agency through critical reflection: a sociocultural approach to academic induction programmes, *International Journal for Academic Development*, 16:3, 243-256

Marvi Remmik, Mari Karm, Anu Haamer & Liina Lepp (2011): Early-career academics' learning in academic communities, *International Journal for Academic Development*, 16:3, 187-199

Kathryn Sutherland & Lynn Taylor (2011): The development of identity, agency and community in the early stages of the academic career, *International Journal for Academic Development*, 16:3, 183-186