SEDA
STAFF AND EDUCATIONAL DEVELOPMENT ASSOCIATION

TEACHING HE IN FE

SEMINAR DISCUSSION

WHAT ARE THE ISSUES FOR YOU IN HE TEACHING IN FE?

- Ensuring scholarship
- Developing scholarship
- Understanding the expectations of HE provision – benchmarks, levels of criticality
- Monitoring, rewarding and evidencing
- Building on strengths and differentiating the offer
- The student experience of being taught at degree level

HOW DIFFERENT IS HE TEACHING?

- … we are giving them too much and so therefore they don't feel they need to listen, and they don't feel they need to engage, because they know they are getting it all anyway.

Science male 50

- It's perhaps fear of taking initiative … is it fear … have we created that perhaps a bit?"

Classics male 30's

- Maybe we are quite instrumental in the way we deliver.

History female 30's

WHAT DOES THE TEACHING FEEL LIKE?

When I first started it was pretty drastic cause you're not used to that kind of thing like just sitting there and just listening and then having to talk and you are trying to get used to people as well in a strange situation so like you feel like your confidence is kind of sunk but now (year 2) it's not a problem. It's something you look forward to lectures and seminars. Seminars -they are something that I now enjoy more – sitting there and having a discussion so.. you get a chance for things to be questioned and considered.

Female year 2 Humanities

WHAT DOES THE TEACHING FEEL LIKE?

There is a lot of just sitting for an hour and then a little bit of talking in that hour. Some of them are just a straight all the time lecture.

It can be very, very, very boring. I would prefer it to be a bit more interactive cause then you remember. Otherwise especially because all of mine are a 9am start and I've got to get up a bit earlier to get here but by the time you are here you are sitting here you are thinking 'this is so boring'. And you see this is number 5 of 48 slides! Some don't even have pictures – just too much text. Why are they telling us some of this stuff if we aren't learning it? We could just go and read something or watch a video?

And then you sometimes switch off and so the whole reason why you are there is a bit pointless.

Female year 2 Business Studies

ENGAGING OUR STUDENTS – BUILDING ON FE EXPERTISE

One lecturer she kind of, it's more like a class so we are always contributing when they want to and asking questions and that's really nice and she has slides up so she is actually showing you something and you are engaging with that. And you are coming up with your own ideas and everything..

Year 2 History female

SOME NATIONAL DRIVERS AND FRAMEWORKS

- UK Professional Standards for Teaching and Supporting Learning
- Quality Assurance Agency
- National Student Survey
- HESA data
- HE Academy
- SEDA Professional Development Framework

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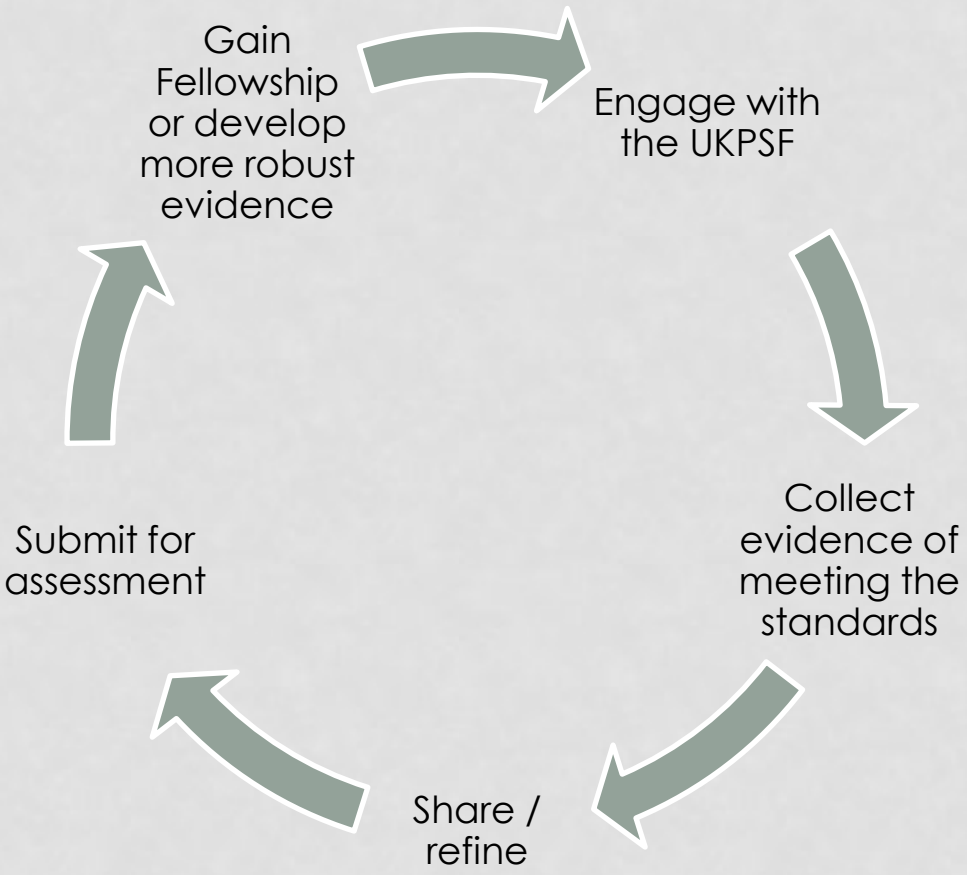
BECOMING A FELLOW OF THE HE ACADEMY



Or design a L&T in HE course which can be mapped to standards and be recognised by HE Academy e.g. SEDA Supporting Learning and Teaching in HE, BA modules in L&T in HE

INSTITUTIONAL HOOKS

- Job descriptions, induction, probation, appraisal
- Peer observation
- Action research projects
- Teaching awards
- CPD events linked to HE teaching
- Funding for small scale research
- Links to disciplinary communities – working with HE, HE Academy, Professional Associations like SEDA

WHAT DO YOU DO?
WHAT WORKS?
WHAT NEEDS TO HAPPEN?

STAFF DEVELOPMENT IN HE SEMINAR