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| Tuesday 31 March, 12.00 - 1.30 pm (lunch provided) | What Makes Lectures Interesting? Examining Triggers of Students’ Situational Interest in First-Year University Lectures  
Dr Kathleen M. Quinlan, Reader in Higher Education & Director, Centre for the Study of Higher Education, University of Kent |

CONFERENCES

Brookes Learning and Teaching Conference: call for proposals

WE ARE DELIGHTED TO OPEN THE CALL FOR PROPOSALS for the Brookes Learning and Teaching Conference 2020, which will take place on Thursday 11 June 2020: The call closes on Monday, 9 March 2020.

The conference theme is Improving Student Learning through Dialogue: Inclusive Curriculum, Assessment and Employability.

The 2020 Brookes Learning and Teaching Conference draws on the traditions and ideas of the Improving Student Learning Symposium (ISL) and the important work of Professor Graham Gibbs, who founded the Oxford Centre for Staff and Learning Development. Graham insisted that practice be evidence-based and that as teachers we need to be scholarly about pedagogy as well as our discipline. Through dialogue we aim to engage with, debate and challenge contemporary thinking about the purposes and practices of higher education through three themes:

- Inclusive curriculum: teaching for the student;
- Assessment: practice for learning;
- Employability: development for improvement.

We invite proposals for posters, pecha kuchas, shorter session of 20 minutes and longer sessions of 40 minutes.
BROOKES TALKING TEACHING

What Makes Lectures Interesting? Examining Triggers of Students’ Situational Interest in First-Year University Lectures

Dr Kathleen M. Quinlan | Reader in Higher Education and Director, Centre for the Study of Higher Education, University of Kent | Tuesday 31 March 2020, 12.00 - 1.30 pm (lunch provided)

During 2019/20, OCSLD will be hosting a number of speakers from across Brookes and the sector to share their educational practice through a series of seminars and workshops focused around inspirational teaching practices to promote student learning. There will be an opportunity after the guest speaker to hear more about the teaching and learning community at Brookes and how to participate in some of the exciting new opportunities on offer. Booking is required for this series, please see the Brookes Talking Teaching webpage to book a place.

BROOKES LEARNING COMMUNITIES

(deadline for applications extended until Friday 28 February 2020)

Following some conversations with members of the community who are eager to apply, we have extended the deadline for applications to the two Brookes Academy Learning Communities. The topics for 2020-2021 will be:

- **Enterprise Education** - This Learning Community will support the development of entrepreneurial teaching practice. Through the creation of a diverse and supportive network of practitioners who are all addressing a common goal (to change teaching practice/delivery methods to support the development of entrepreneurial attributes in their students) this group seeks to embed novel approaches within their teaching and share their approaches with others. The collaborative nature of this community seeks to build upon the pre-existing experience to share expertise and develop new approaches, where necessary. By drawing from a wide range of teaching traditions and disciplines, this group will serve as problem solvers as well as ‘critical friends’ to those that are seeking to change the way they are delivering. Lydia Igweh and Jane Pritchard will be leading this group.

- **Leading Inclusive Teaching** - Participants in this community will be people at Brookes that are leading the development of inclusive curricula, assessment or teaching approaches for diverse students on programmes, in subject areas, across or within modules. Participants will be committed to reviewing and renewing practices to ensure that all students achieve to the best of their potential and will be committed, through their projects, to collecting evidence of the impact of their team’s innovations, ideas, and approaches. Projects will not only explore inclusive practice but could also focus on the educational leadership of staff teams through change and challenge as part of the review and renewal of curricula, assessment and teaching strategies to make them more inclusive. Participants and projects will need to demonstrate how they are committed to ensuring the success of all students through targeted work addressing low attainment of specific groups or through work that adopts ‘good for all’ principles, for example, universal design for learning. Roger Dalrymple with Mary Kitchener will be leading this group.

**HOW TO JOIN:** To apply to join one of these communities please fill out one of the Google Forms below and submit by **midday 28 February 2020**

Brookes Learning Communities: Enterprise Education Application Form or
Brookes Learning Communities: Leading Inclusive Teaching Application Form
Inspiring Teaching: Inclusive Learning

This is a two-year programme from OCSLD to enable the delivery of inspiring, inclusive teaching and learning environments at Brookes. Each area of focus will have associated activity and resources to ensure together all contribute to enabling inspiring teaching that promotes inclusive learning. This will start with two sessions, one on small group teaching and one on lecturing.

Small Group Teaching: This session will explore how we promote meaningful learning when working with students in small classes, e.g. Seminars, tutorials, practical and laboratories. We will explore a range of strategies currently being used and some potentially new strategies that allow students to embrace a range of interactive and collaborative learning experiences which are often hard to develop in individual study situations and are lightly touched on in larger group learning such as lectures.

Wednesday 4 March, 2.00 - 4.00 pm
Tuesday 7 April, 10.00 am - 12.00 pm

Lecturing Skills: This session will review participant’s current practice in approaches to designing and delivering lectures, either as standalone sessions or part of a series of lectures. We will explore current and potential new strategies to engage learners with the lecture materials within the lecture time and provide a forum for sharing experience of interactive teaching, discussing the pros and cons and reviewing various techniques. You will be encouraged to bring a past teaching session/s to the workshop to use as a focus for your discussions and consider how we design lectures to promote learning.

Wednesday 19 February, 10.00 am - 12.00 pm
Wednesday 18 March, 2.00 - 4.00 pm
Wednesday 8 April, 1.00 - 3.00 pm

Please select the date on the online booking form that is most convenient for you to attend for either or both the topics as appropriate.
FUNDING OPPORTUNITIES

Brookes Teaching Action Project

Congratulations to the following colleagues for their success in obtaining a Brookes Teaching Action Project (BTAP) which provides up to £1,000 to enhance teaching practice this semester:

- Jane Anderson & Ruth Cuenca for a collaboration to boost School of Architecture students’ engagement with sustainable design.
- Rachel Barbaresi for a collaboration with local organisations to promote Foundation Art and Design students’ sense of belonging and awareness of unconscious bias.
- Michelle Reid of Upgrade to create a multimedia resource to empower Brookes students to judge the quality of their own academic work.
- Michael John-Hopkins for a collaboration with a theatre company to train student of human rights in Brookes’ School of Law to work with international organisations on issues of gender discrimination.
- Sara le Roux for a tailored mentoring opportunity for Economics students in the Brookes Business School to foster an inclusive learning environment.

Inspired by these projects to enhance our students’ enjoyment and future success?
Apply for funding from one of Brookes’ associated schemes:

Brookes Teaching Innovation Project (BTIP) and Brookes Teaching Excellence Fellowship (BTEF) funding, which have been relaunched for 2020-21.
Module Leadership workshop
A half-day workshop for new, experienced and aspiring Module Leads and Subject Co-ordinators. The workshop will be offered as soon as possible once in each Faculty; Four groups of between four and six people per group will be formed for discussion.

We are offering this half-day workshop in order to develop the capability of academics at Oxford Brookes University to lead learning modules at all levels that:
- Challenge students to do their best;
- Support and build capacity for independent learning.

Module leadership is often a scholar’s first academic-management role. Module leadership engages us with almost every aspect of a university’s operations. It is a great opportunity. Disciplines are renewed through creative appropriation. It can be the first step away from one’s own research and a confrontation with different paradigms. Leadership expands horizons and spans boundaries.

Thursday 21 May 2020, 9.30 am - 12.30 pm
Thursday 25 June 2020, 9.30 am - 12.30 pm

NET2020 Conference: call for abstracts
Join the conversation at #NETConf20

NET2020 addresses all areas of healthcare education across all healthcare professions. This year the conference will focus on the following themes:

Educational enhancement: including the sub-themes of Humanising healthcare education; Assessing the impact of pre- and post-registration learning on clinical practice; and Partnership working.

Learning, teaching and assessment strategies: including the sub-themes of Evidence-based learning, teaching and assessment; Interprofessional learning and working; Education in clinical practice and practice development; and technology-enhanced learning.

Key challenges in healthcare education: including the sub-themes of Global challenges in healthcare education; Developing the future healthcare education workforce; and Social, economic and policy drivers in healthcare education.

Student experience, engagement, and achievement: including the sub-themes of Inclusivity in healthcare education; Widening participation; Student support and wellbeing; and Retention and success in healthcare education.

Moving to the Clouds: online courses

You may have noticed that there is a growing trend in mandatory training modules appearing via Moodle, the Brookes Virtual Learning Environment (VLE).

From a business case perspective, the benefits for this trend are compelling and include factoring in the logistical and resourcing complexity of hosting live workshops for 2000+ people (plus repeats for new joiners). Then there is the inconvenience factor for colleagues as dates and location for live events invariably appear to conflict with other commitments. As well as being more convenient we are increasingly finding that with some good design online modules can be considerably shorter than the face-to-face modules they replace.

A shift in attendance preparation
To engage in online training requires a shift in attendance preparation. For face-to-face workshops, the imperatives were to be on time at the workshop location. For online learning, it is about finding a suitable time and place of your choosing to undertake this training. Ideally, somewhere quiet away from distractions. For some, this involves finding an alternative location away from the open-plan office, for others, it is about viewing it whilst working from home. In some instances, a manager might reserve a computer training room to undertake the training. Increasingly having your own headset is becoming standard issue just as most of us have a stapler and highlighter pens.

The current list of mandatory courses
The following online modules are mandatory to all staff and can be accessed through Moodle or our webpage for new starters:
- Making the most of your Performance and Development Review (PDR)
- Unconscious bias mandatory training
- Information Security Awareness Training
- Prevent training
- Bribery Act training
Other online courses (non-mandatory)

Through Skills Boosters, OCSLD are able to take advantage of a special University package whereby we have access to a further range of eLearning modules. We are hosting a number of training modules on Moodle either as standalone courses or integrating them into our face to face workshop offer or in flip classroom mode.

- Inclusive Leadership
- Leading productive meetings
- Difficult conversations
- Managing conflict
- Maximising potential through developing strengths

Leadership and Management

Effective leadership and management is critical to our organisation’s success. It is especially important in times of change and uncertainty. OCSLD’s leadership and management development offer has been designed to help managers respond effectively to the current challenges and, at the same time, to support individuals in their professional and managerial careers.

Our offer includes essential workshops for all managers, programmes for new and more experienced managers, specialist project management training as well as online resources and workshops which can be run in-house for teams and departments across the University.

Please click the headings below for further information.

- Essential Management Workshops on key HR processes and policies » For all managers
- New Managers Workshops » For those who are new to management
- Leadership and Management Workshops » For all managers including more experienced colleagues
- Project Management Workshops » For staff who manage projects
- Skills Boosters On-line Resources » Short e-learning resources for all managers
- Workshops for Teams and Departments » On request
PDR scheme

The Brookes’ Performance and Development Review (PDR) consists of an annual PDR with a reviewer (from April to July each year) and is normally supported by regular 1:1 meetings throughout the year.

Its purpose is to enable you to be effective in your job and fulfil your personal, professional and career development ambitions - for your benefit and the benefit of Brookes within a context of continuous improvement.

Your annual PDR involves completing an annual PDR form and having a meeting with your reviewer – to review your achievements against your work-related and developmental objectives during the past year and agree your work-related and developmental objectives for the coming year.

At regular 1:1 meetings, you can discuss your work, progress with your work-related and developmental objectives (updating them as appropriate), challenges you are facing and how you might overcome them, feedback received and any other relevant issues.

Your work-related and developmental objectives should be aligned to faculty or directorate objectives and should be SMART (specific, measurable, agreed, realistic/relevant and time-bound). To facilitate this, senior teams will communicate faculty and directorate objectives and any other relevant information (e.g. vision, mission and strategy, department/team values or department/team plans) to staff before or during the annual PDR round – with regular updates on progress at team briefings throughout the following academic year.

Support and guidance for reviewees is available in Moodle (see Making the most of your performance and development review (PDR)) as a series of short presentation clips which guide staff members through the PDR process from an initial overview to what should happen after the PDR meeting. Choices built into the module ensure that staff can access the most relevant information. Primarily aimed at new staff, this module can also be accessed by existing staff as a point of reference.

Workshops for PDR reviewers are taking place on:
- Thursday 19 March 2020, 10.00 am - 12.30 pm
- Wednesday 1 April 2020, 1.30 - 4.00 pm
- Thursday 7 May 2020, 10.00 am - 12.30 pm

PDR reviewers should also consider attending the Holding constructive conversations workshop on Thursday 23 April 2020, 9.30 am - 12.30 pm.

Navigator programme for men

Developed in response to the phenomenal success of its parallel development training programme for women – Springboard, this powerful and pioneering development course has been successfully used by over 9,000 men across many different industries.

Navigator is for those who self-identify as a man and want to examine both their home and work life in order to identify practical and realistic steps to fulfill their potential. It gives the time and space to address the challenges of modern living, stereotypes of masculinity, the challenges facing the 21st-century man as well as mental health, well-being and stress management.

It’s delivered, to great acclaim through an experienced network of licensed trainers.

Places are being accepted for the Navigator programme being arranged by Oxford Brookes University. For more information on the programme, see here

The proposed course at Oxford Brookes would start on Monday 27 April and have four workshops – all of which would need to be attended. The other dates are 22 May, 22 June and 20 July. They would be held at the Wheatley campus of Oxford Brookes.

The trainer for the programme is Hugh Dennis, BA (Hons) MCIPD

Hugh is rather a polymath. Having worked for 12 years as a trainer in Local Government, he now walks, talks and trains more widely, some of this in Spanish! He runs 3 walking groups under the general title of ‘Exploring London and Beyond’ and he takes some of these walkers to Spain under the title ‘Spain from the Inside’. Hugh is also an experienced executive coach/personal developer and has run nearly 40 development programmes across the UK.

For more details contact Roy Grant on 01865 485852 or ocsld@brookes.ac.uk

CONNECT TO OCSLD

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