Title: A cut and stick approach to teaching excellence

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Session Learning Outcomes

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

- Create visual metaphors to represent their own core beliefs regarding teaching excellence
- Explore the parallels and divergences between their own concepts of teaching excellence and those produced by the collage work of research students
- Discuss and evaluate the proposed measures of teaching excellence suggested within the Teaching Excellence Framework in light of the above.

Session Outline

The workshop is based around a small scale research project conducted at the University of Central Lancashire in 2016/17. This research followed the work of Daphne Loads (2010; 2016) by inviting participants to create collages around the theme of the ideal teacher in HE using images selected and cut from magazines; the collages introduce visual metaphors that represent the participants' core beliefs about teaching excellence. All of the participants in the original research are PhD and MRes students who at the time of the activity were not teaching or very new to teaching in UK HE (and were taking part in an introductory workshop on teaching in HE); thus their ideals of teaching excellence were grounded not in practical experience of teaching but in their experiences as learners. The workshop will invite conference participants to create their own collages as a tool for exploring their conceptions of teaching excellence; the resulting work will be discussed and compared to the collages produced as part of the original study to identify similarities and differences between the perception of what constitutes teaching excellence for more experienced practitioners and those with little or no teaching experience. The discussion will be framed by the introduction of the Teaching Excellence Framework, which initially seeks to quantify teaching excellence through the metrics of retention data, NSS scores and graduate destinations figures (BIS 2016: 47). The focus in the final part of the workshop will be on exploring and evaluating the appropriateness of the measures proposed within the Teaching Excellence Framework in light of the results produced by the collage work, identifying points of commonality and of divergence with a view towards thinking about ways that academic developers can support their institutions in the dawning of the TEF era.

Session Activities and Approximate Timings

0-10 mins: Introduction to activity and setting context
10-35 mins: Collage activity
35-55 mins: Presentation of collages and discussion of images/metaphors
55-75 mins: Presentation of findings from research project, comparison with collages produced in workshop
75-90 mins: Final discussion, widening context to include discussion of TEF

References

Bager-Elsborg, Anna and Loads, Daphne, 2016. Cut It Up and Put It Back Together: Cut-up and Collage as Tools to Overcome Academic Deadlock, *Journal of Perspectives on Applied Academic Practice* 4:1, 78-81.

Department for Business, Innovation and Skills, 2016. *Success as a Knowledge Economy: Teaching Excellence, Student Choice and Social Mobility*

Loads, Daphne, 2010. "I'm a dancer" and "I've got a saucepan stuck on my head": metaphor in helping lecturers to develop being-for-uncertainty, *Teaching in Higher Education,* 15:4, 409-221.