Is teaching at the centre of the student learning experience?

Professor Craig Mahoney
Chief Executive
19 June 2013
“Life is amazing: and the teacher had better prepare himself to be a medium for that amazement.”

Edward Blishen (b. 1920), British author
Medieval universities formed e.g. Oxford 1167; Cambridge 1209; St Andrews 1413

Parallel growth of teacher education in universities and in specialist colleges

1919
University Grants Committee (UGC) formed

1876
Universities of Edinburgh and St Andrews establish chairs of education

19th CENTURY
Growth in civic and red-brick universities e.g. Durham 1832; Exeter 1855; Queen’s Belfast 1849; Multi-campus University of Wales 1893
A Moment in Time (2)

1920s
New universities formed in England
e.g. Leicester 1921; Reading 1926

1944
Education Actformulates a notion of equality of educational opportunity

1961-64
New campus universities formed
e.g. UEA; Essex; York

1963
Robbins Committee reports on Higher Education Cmnd 2154

1966
New universities created from Colleges of Advanced Technology (CATs)
e.g. Bath; Loughborough

1970
30 Polytechnics created from Local Authority colleges of technology
e.g. Bristol; London Greenwich; Leeds
Most recently two principal changes have impacted the UK’s HE landscape

1. Digital Explosion

2. Funding
THE POSSIBILITIES ARE ENDLESS

- Flipping Lectures
- MOOCs
- Interactive learning
Flipping Lectures

- Time for change in education
- Open access to courses
- Lecture ‘flipping’
- 2010: 200
  2011: 160,000 from 190 countries
Positive effects of the digital age in HE

- More accessible to everyone via remote learners
- Global learning – internationalisation
- Enhanced and immediate resources for students
A Paper published in Science (April 2011) found that students using an experimental ‘flip-learning’ approach did more than twice as well as those using traditional methods.
MOOCs

- Access to many of the same courses being taught at some of the world's leading universities
- Free
- Currently focused on school and college aged students to assist students in specific subjects
Value of MOOCs

• Some are starting to offer certificates, enhanced learning services and added credit options at additional costs.

• Some MOOC students are starting to submit their MOOC coursework for credit recognition.

• It is anticipated that multilingual MOOCs will increase.
“308,000 students from 167 different countries signed up to the first UK MOOCs last year”

“21 UK universities – including Bristol, Leeds and Southampton – are preparing to launch their own MOOCs in partnership with the Open University”

“This is the beginning of something – MOOCs are innovative and evolving”

The Guardian, 2013
Policy Context for Teaching

One of the four ‘guiding principles’ of Northern Ireland’s 2012 strategy ‘Graduating to success’ is the provision of quality learning experience and teaching
DELNI, 2012

‘Learners are at the heart of higher education in Wales’
Policy statement on higher education
Welsh Government, 2013

Scottish pre-legislative paper ‘Putting learners at the centre’ sought to deliver ‘teaching and learning of the highest possible quality’
Scottish Government, 2011

White Paper ‘Students at the heart of the system’ committed to ‘put[ting] excellent teaching back at the heart of every student’s university experience’
BIS, 2011
Three major research projects, commissioned by the HEA:

- Evaluating the impact of number controls, choice and competition: An analysis of the student profile and the student learning environment in the new higher education landscape
- Pedagogic Stratification and the Shifting Landscape of Higher Education
- Exploring the impacts of policy changes on student approaches and attitudes to learning in contemporary higher education: implications for student learning engagement
Can we define Good Teaching?

A Eurydice Network report in 2012 reported that “no country has defined a clear concept of excellence in teaching”

No one size fits all… however an urgent need for a narrative around teaching excellence
“It is no good having a few exceptional teachers bobbing about in a sea of mediocrity”

Griffiths, Mahoney & Jamieson-Ball
A Literature Review of
‘Excellence in Teaching and Learning’

• Concepts of excellence are subject to debate

• Added urgency has arisen to engage with excellence in university teaching

• Within Europe there has been a re-emergence of the discourse around excellence in teaching
Aims of the Review

1. To **identify excellence in university teaching** as it is expressed in a range of regions around the world in a meaningful way that **relates directly to student learning experience**

2. To **enable institutions to frame teaching excellence** in a manner that allows for **reward and recognition of academics**

3. To make clear links between aims 1 & 2 in terms of **implications for policy and strategy** at a variety of levels
MOVING FORWARD
How can we provide Excellent Teaching?

**HEA mission: students have an outstanding learning experience**

- National Teaching Fellowships
- Student Led Teaching Awards
- UK PSF
- More developed CPD frameworks
- Embed professionalisation
"I found the journey through the HEA Fellowship allowed me to reflect and grow as a teacher. The AEU supported our applications and enabled us to move through the process with ease."

Anita Maestri-Banks, FHEA
Faculty of Health and Applied Social Sciences
PLANNING AHEAD
SLTAs

Two cohorts:

• **Group 1** predominantly small and specialist
• **Group 2** focussed specifically on using SLTAs to enhance learning and teaching

Themes identified from nominations for best lecturer:

• **Passion**
• **Interactivity**
• **Inspiration**
• **Engagement**
• **Enthusiasm**
What do the Students Think?

“style of teaching is very engaging and creative; his presentations are always full of colour and video links.”

“created a programme revered by industry has resulted in an early course review with proposed changes all geared towards improving industry contacts and employability”
WHAT DO STUDENTS WANT?

• Value for money

• Excellent and inspirational teaching
  70% prospective learners in England said their most significant expectation with high fees would be **quality teaching**
  YouGov survey 2011

• Opportunities and employability
The need to develop new ways of learning has become a live issue, linked with the demand for increased flexibility of pace, place and mode of delivery.

Identify pedagogies to:

- empower student learning
- offer increased choice
- facilitate high quality provision
Flexible Pedagogies Project Focus

- Transfer of Credit
- E-learning or technology enhanced learning
- Employer engagement
- New pedagogical ideas
- Part-time learning and learners
**FLEXIBLE PEDAGOGIES PROJECT AIMS**

To inform on the most effective pedagogical practices

To find examples of practices which contribute to the empowerment of learners

To recommend measures to institutions to prepare for and implement these practices

To establish a database of pertinent initiatives to serve as a set of resources for the sector
MEETING THESE AIMS

The project will:

• Survey, collate and evaluate current activity
• Identify and analyse new pedagogies for the future
• Commission a number of small-scale research projects
• Produce a set of resources which
  a) outline the nature and form of these pedagogies;
  b) indicate ways in which they may be used
  c) provide recommendations and information
EVERY PENNY COUNTS
The Basic Maths

- Average tuition fee, after discounts, is around £8,070 in 2012/13
- England has the second highest fees in the developed world, and highest in any ‘public’ system
- On average graduates will repay more overall because they will repay for longer

House of Commons Library 2012
## Number Crunching

<table>
<thead>
<tr>
<th>Domicile of student</th>
<th>Location of institution</th>
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<tbody>
<tr>
<td></td>
<td>England</td>
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<tr>
<td>England</td>
<td>Up to £9k</td>
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<tr>
<td>Scotland</td>
<td>Up to £9k</td>
</tr>
<tr>
<td>Wales</td>
<td>Up to £3,465*</td>
</tr>
<tr>
<td>NI</td>
<td>Up to £9k</td>
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Are these Expectations being Met?
What effect has this had on Student Applications to HE?

Total **number of applicants** to UK universities by 30 June 2012 **down by 6.6%**, or 46,500, compared to the same deadline in 2011…

Fall in applicants from all the home countries, however smaller in **Scotland (-2.0%), Wales (-0.5%)** and **Northern Ireland (-4.3%)**…

An even larger **decline in EU students** applying to universities in the UK at **-12.4%**…

UCAS 2012
CHALLENGES

- Most **turbulent times** for decades/centuries
- High performance, less money, less time, **less flexibility**, more regulation
- **Significant funding cuts**, change in student population, increase in **expectations**
- **Students at the heart**, their needs heightened, their awareness raised and their voices heard
**CHALLENGES BY COUNTRY**

**England**
- Student numbers fluctuating
- Enhanced expectations, value for money

**Scotland**
- Widening access and social mobility - key issues

**Northern Ireland**
- Cohort of 18-21-year-olds, will reduce in size by 9.4% between 2012 and 2020

**Wales**
- Reconfiguration proposals for the sector
ONE VIEW

- Skilling students including **life skills**
- **Employability**
- International **experience**
- **Relevant** academic content
- **Quality** and retention
Opportunities

- Respect for the learner is centre stage
- Student engagement
- Reviewing curriculum to ensure its relevant
- Graduate attributes
- Internationalisation
• CBI forecast predicts **GDP growth to hit 2%** in 2013 (May 2012)

• Focus on employability is **more embedded into the curricula**

• HEA’s PRES 2011: 50% of students agreed “I am **encouraged to reflect on my professional development needs**”

• HEA is leading a pilot of **NSSE** in a number of UK HEIs.
Must develop a **robust curricula**, not too British- or Euro-centric

- **Individual** institutional mission
- Enterprise
- IT
- Broader **knowledge**
- Graduate and transferable **skills**
Incentives

There may be discipline specific approaches to providing incentives.

Some policies interfere with progress e.g. Gibbs 2012

Changing it to be more like the US ‘National Survey of Student Engagement’ (NSSE)
• 430,000 students in the UK not British
• 500,000 students outside the UK studying on UK programmes
• Overseas students generate £5bn per year in the UK and this "export industry" could be worth £16.9bn by 2025 (BBC News 29 Feb 2012)
• Challenges include accessibility and educational capacity development
SUCCESS OR FAILURE?

• More choice and opportunity

• UK ranked 10th in the developed world HE covering resources, environment, connectivity and outputs

Telegraph 11 May – Universitas 21 research

• Access, quality of teaching and employability are important to all those who can benefit from HE