

UCL ARENA

UCL

# UCL Arena Two

## Programme Handbook 2018-19



# Introduction to Arena Two

Arena Two is a course which enables you to focus on and develop your own practice as an educator at UCL. You will particularly explore ways of inspiring your students to learn through active investigation, at all levels of the curriculum, and ways of enabling students to find inspiration in UCL's world-leading research and professional expertise.

We welcome you into a community of colleagues interested in exploring the relationships between student education and research, and help prepare you to teach confidently and effectively at UCL.

The course is specifically designed to help you make a successful application for Fellowship of the Higher Education Academy (FHEA), which is a probationary requirement at UCL and at many UK universities.

## Course aims

Arena Two aims to:

- prepare you to teach confidently and effectively at UCL
- enable you to develop in your education-related role (including curriculum design, assessment, supervision, and academic and pastoral support, and;
- help you make a successful application for FHEA.

## Sessions and online linking activities

The sessions are designed to allow you to explore aspects of your practice with colleagues and the course leaders. Through dialogue with your peers and drawing on a selection of relevant literature, you will be able to develop your ideas and approaches to teaching, assessing, and supporting students' learning. You'll also engage with UCL Peer Dialogue which is a requirement for all staff.

Activities that run between sessions are an integral part of the course. These linking activities will vary in length according to the time you are able to devote to them, but we expect you to spend no more than an hour on a core preparatory activity for each session. The activities are designed to support your learning and to provide an opportunity for some online interaction with other participants. The Arena Two Moodle site has full details of all linking activities, along with all the resources you'll need for the course.

For the latest events & professional development for UCL staff, who teach and support teaching, follow:

**@UCLArena**

For education updates from UCL via UCL Arena Centre and Vice-Provost Office Education & Student Affairs, follow:

**@UCL\_Teaching**

Join over 5,500 UCL staff who receive the latest need-to-know information, deadlines and events in one e-bulletin, sign up: [www.ucl.ac.uk/teaching-learning/teaching-learning-e-newsletter](http://www.ucl.ac.uk/teaching-learning/teaching-learning-e-newsletter)

We hope you enjoy and benefit from your engagement with Arena Two. Please get in touch with any questions, comments, or feedback.

Further information:

[www.ucl.ac.uk/arena/two](http://www.ucl.ac.uk/arena/two)

Enquiries: [arena.two@ucl.ac.uk](mailto:arena.two@ucl.ac.uk)

**Dr Alex Standen, SFHEA**  
**Principal Teaching Fellow, UCL Arena**  
**Centre for Research-based Education**  
**Course Lead, UCL Arena Two**  
**[a.standen@ucl.ac.uk](mailto:a.standen@ucl.ac.uk)**

# UCL Arena and HEA Fellowship application

Fellowship of the Higher Education Academy (FHEA) is awarded to individuals who are able to provide clear evidence of success and effectiveness in relation to their professional role, which will include teaching and/or learning support responsibilities (see page 8 for the full criteria).

An award of Fellowship provides a national marker of your commitment to teaching and support of learning and consolidates your professional development in your higher education career. It entitles you to use the post-nominal letters FHEA and increasingly recognised and valued by a growing number of international institutions.

## By the time you submit your FHEA application, you should be able to:

- demonstrate that you meet all the FHEA criteria, see page 8
- articulate your approach to education in your discipline at UCL and more widely;
- reflect critically on the way your teaching role forms an integral part of your academic practice in a research-intensive environment;
- integrate partnerships with students into appropriate areas of your academic practice;
- teach and support students in ways which harmonise with UCL's strategic objectives, particularly in relation to the Connected Curriculum framework, and;
- develop professionally as a higher education teacher throughout your career drawing on peer and student feedback, relevant literature, events and analysis of practice.

During the course we'll look in detail at the application requirements and there will be plenty of opportunity to ask questions. Full details about the application process and requirements are also in the Arena Two Moodle.

## Deadlines

For 2018/19 the Fellowship application deadlines are as follows.

If you would like to apply for Fellowship outside of these dates you are welcome to do so.

Please email: [arena.two@ucl.ac.uk](mailto:arena.two@ucl.ac.uk)

- 29 April 2019
- 24 June 2019

## Sources of information and support:

- Arena 2 Moodle:  
<https://moodle-1819.ucl.ac.uk/course/view.php?id=11889>
- Arena 2 Reading list:  
<http://readinglists.ucl.ac.uk/lists/0D5FBEA8-8223-1D26-45B4-C25F28558E40.html>
- UCL Teaching and Learning Portal  
<https://www.ucl.ac.uk/teaching-learning/>
- Contact us: [arena.two@ucl.ac.uk](mailto:arena.two@ucl.ac.uk)

# Course Calendar:

See Arena Two Moodle for full session outlines and learning outcomes.

Session Title	Group A	Group B	Group C	Group D	Group E	Group F
Introduction to Arena Two, with Professor Anthony Smith, Vice-Provost (Education and Student Affairs)	Monday 1st October 2018 10.30-12.00	Monday 1st October 2018 10.30-12.00	Monday 1st October 2018 10.30-12.00	Wednesday 9th January 2019 11.00-12.30	Wednesday 9th January 2019 11.00-12.30	Wednesday 9th January 2019 11.00-12.30
<b>Sessions 1-8 all run 11 am – 1 pm</b>						
	<b>Monday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Monday</b>	<b>Wednesday</b>	<b>Tuesday and Thursday</b>
Session 1: Introduction to teaching & learning in HE	8th October 2018	10th October 2018	11th October 2018	14th January 2019	16th January 2019	7th May 2019
Session 2: Designing learning activities	15th October 2018	17th October 2018	18th October 2018	21st January 2019	23rd January 2019	9th May 2019
Session 3: Assessment for learning	22nd October 2018	24th October 2018	25th October 2018	28th January 2019	30th January 2019	14th May 2019
Session 4: Giving good quality feedback	29th October 2018	31st October 2018	1st November 2018	4th February 2019	6th February 2019	16th May 2019
Session 5: Constructive design	12th November 2018	14th November 2018	15th November 2018	18th February 2019	20th February 2019	21st May 2019
Session 6: Supporting students	19th November 2018	21st November 2018	22nd November 2018	25th February 2019	27th February 2019	23rd May 2019
Session 7: Student engagement & partnership	26th November 2018	28th November 2018	29th November 2018	4th March 2019	6th March 2019	28th May 2019
Session 8: Evaluating your teaching and developing your application	3rd December 2018	5th December 2018 10.00-12.00	6th December 2018	11th March 2019	13th March 2019	30th May 2019

All sessions are held in the Arena Room, 10th floor, 1-19 Torrington Place, WC1E 7HB. Tea and coffee are available on the 10th floor, but please note that the closest public toilet facilities are on the first floor of the building.

# Session outlines and learning outcomes

## Session 1 overview:

This session is about introducing some of the key elements of teaching and learning in HE, including approaches to teaching, professionalism and some of the challenges and opportunities present in the current climate. There are some introductory activities to get participants to think about their teaching and how we might support effective learning. We move on to focus on professionalism and some of the challenges and opportunities in the current (UK) context.

### Intended learning outcomes:

By the end of this session participants should be able to:

- critically examine your own approaches to teaching
- explain what professional practice in higher education means for teaching
- recognise how the current HE context, including student diversity, influences teaching.

### Mapping to the UKPSF:

The major dimensions of the UKPSF covered in this session are A2, K2, K3, V4.

## Session 2 overview:

This is a session in two parts. The first part introduces constructive alignment, learning outcomes and Bloom's taxonomy, and relates this to designing learning in different contexts (lectures, seminars, supervising, etc). The second part introduces research-based education and the Connected Curriculum and uses resources from the UCL Teaching and Learning Portal to help participants understand the dimensions and think about how they might implement the CC in their own contexts.

### Intended learning outcomes:

By the end of this session participants should be able to:

- explain the value of learning outcomes and the importance of adopting deliberate design in developing teaching sessions and activities
- discuss UCL's strategic priorities for education and how the Connected Curriculum frames and develops these
- identify the ways in which the Connected Curriculum dimensions can enhance teaching in your own context.

### Mapping to the UKPSF:

A1, K2, K3, V3

## Session 3 overview:

The session explores the different facets of assessing students in higher education – the motivation for doing so, different methods we can adopt and the criteria by which we judge students' work. We focus on assessment for learning and the benefits of diversifying assessment tasks.

### Intended learning outcomes:

By the end of this session participants should be able to:

- appreciate the importance of assessment as part of the student learning process
- understand the different purposes of formative and summative assessment
- identify and be willing to try out a variety of assessment methods
- devise appropriate assessment criteria

### Mapping to the UKPSF:

A3, K2, K3, V3

# Session outlines and learning outcomes continued

## Session 4 overview:

The session aims to help staff improve the quality of feedback to students and increase student satisfaction with feedback. Activities are aimed at resolving common feedback issues and supporting students to understand and use feedback better.

The final part of the session is a guided marking exercise of two previous FHEA applications.

### Session aims:

- explore and resolve common feedback issues
- describe the characteristics of good/poor quality feedback
- develop ways of helping students to understand and use feedback
- **devise actions to improve your feedback.**

### Mapping to the UKPSF:

A3, K6

## Session 5 overview:

This session is all about course design and using digital tools to enhance student learning. We will be joined by colleagues from UCL Digital Education to discuss your experiences of digital tools and technologies you might want to use in your teaching and planning. We will then follow the 'ABC' process of designing a module: working collaboratively, groups are able to work to create a visual 'storyboard' outlining the type and sequence of learning activities (both online and offline) required to meet the module's learning outcomes.

### Session aims:

- to receive practical guidance on enhancing your teaching through digital technologies
- to practise designing a module
- to understand how learning and assessment activities can be sequenced to meet learning outcomes

### Session outcomes

- discuss the digital tools available to enhance student learning
- understand the ABC method of course design
- explain the implications of learning outcomes for how you design course content and assessment tasks

### Mapping to the UKPSF:

A1, K4, K6.

## Session 6 overview:

This session addresses those situations where staff are working one to one with students – personal tutoring, supervising, etc. – focusing predominantly, but not exclusively, on the pastoral rather than academic side. First, we will consider how to provide effective personal tutoring and, through the contributions of UCL specialists and discussion of some scenarios, we'll explore approaches to supporting student learning in diverse cohorts. We will then consider some techniques around effective questioning and the importance of setting and sharing expectations with students.

# Session outlines and learning outcomes continued

## Session outcomes:

- discuss the objectives of personal tutoring and research supervision and reflect on how well these are met in their own practice
- direct students to other services open to them as appropriate
- understand how to approach supervisory and mentoring work with students.

## Mapping to the UKPSF:

A4, V1, V2.

## Session 7 overview:

This session introduces participants to the idea of working with students to co-create their curriculum and assessment. The session is split into three sections: firstly they are introduced to what students value and their perspectives on education; then they think about how to encourage dialogue with students in their department in order to gain such perspectives and finally they consider a series of case studies on curriculum co-design in order to think about where and how this could be appropriate in their practice.

## Session outcomes:

- discuss what students value in their education
- engage students to discuss their educational experience
- negotiate a curriculum with their students
- negotiate assessment with their students

## Mapping to the UKPSF:

A5, K6, V1, V3, V4

## Session 8 overview:

The session is targeted at dimensions K5, K6 and V4 of the UK PSF – areas which our assessors often identify as weaknesses in applications. It will introduce participants to a range of ways they can evaluate their own practice as educators and produce evidence of the efficacy of their teaching practices. The second part of the session will be an opportunity for participants to develop their FHEA applications.

## Session outcomes:

- use a variety of methods to evaluate their teaching practice
- write a case study which demonstrates your effectiveness as an educator.

## Mapping to the UKPSF:

K5, K6, V4

# Continuing your development beyond the course

## 1. Peer Dialogue

Arena Two participants regularly feed back to us that aspect of the course they find most useful is meeting colleagues from across UCL and discussing with them their approaches to teaching and supporting students.

The UCL Peer Dialogue scheme likewise aims to inspire you to develop your teaching and your students' learning, by working closely with others.

At the beginning of the course you will be put into groups of three or four colleagues from a variety of disciplines and encouraged to engage in peer dialogue with them. This might include observing a teaching session or deciding on an area of practice that you would like to review and develop together. For example, if your focus is on assessment methods, you might look at each other's module plans and assessment criteria. Whichever option you choose, the key is to see this as an opportunity for creative thinking about developing your educational practice. It will also provide excellent material for a case study!

To find out more, have a look at the Peer Dialogue section in the Arena Two Moodle.

## 2. Arena Centre events (including the annual UCL Education Conference)

The Arena Centre hosts a busy programme of events including workshops and seminars to share best practice and celebrations of UCL education through conferences and awards.

To supplement the course, Arena Two participants are encouraged to attend any events they are able to: please visit the UCL Teaching and Learning Portal to view our events calendar.

See Upcoming Events: [www.ucl.ac.uk/teaching-learning/news-events/upcoming-events](http://www.ucl.ac.uk/teaching-learning/news-events/upcoming-events)

## 3. Microteaching

The Arena Centre organises termly Microteaching Workshops, designed for early career academics and other Arena participants looking for the opportunity to put into practice what they have learnt in other sessions.

Participants in these workshops deliver a short teaching session (15 minutes) to a small group of their peers and give and receive formative feedback on their practice.

The workshops aim to develop participants' confidence in teaching and to offer the opportunity to give and receive constructive and supportive feedback on teaching practices. In 2018/19 the sessions will run on, 19 November, 20 March and 20 June

See Upcoming Events: [www.ucl.ac.uk/teaching-learning/news-events/upcoming-events](http://www.ucl.ac.uk/teaching-learning/news-events/upcoming-events)

## 4. Research Supervision development

During the course, we will discuss research and project supervision as one area of your academic practice, but Arena Two participants wishing to be appointed as PhD supervisors at UCL must also participate in the UCL Arena Centre's more extensive programme of support for Research Supervisors.

The programme involves a mandatory online course for all staff wishing to be appointed as new PhD supervisors and a series of face-to-face sessions which all PhD supervisors are strongly recommended to attend.

Arena Two participants who will not be supervising PhD projects but may be involved in supervising UG and Masters level students may also find elements of the programme useful.

For full details, please see: [www.ucl.ac.uk/teaching-learning/professional-development/arena-open/research-supervision-ucl](http://www.ucl.ac.uk/teaching-learning/professional-development/arena-open/research-supervision-ucl)



# Continuing your development beyond the course

## 5. Independent development activities

The following table provides a range of ways you might wish independently to enhance your teaching practice. All can provide helpful material for FHEA case studies.

Teaching and assessing	Evaluating your teaching, reflecting on the student voice	Engaging with the literature, disseminating your work
<p>Implement a new teaching method or approach:</p> <ul style="list-style-type: none"> <li>• Research-based education activity or task</li> <li>• Small group structured activity</li> <li>• Peer instruction</li> <li>• Problem or enquiry-based learning activity</li> </ul> <p>Pilot a formative feedback method:</p> <ul style="list-style-type: none"> <li>• Peer assessment</li> <li>• Guided marking</li> <li>• Writing a blog or giving a presentation</li> </ul> <p>Embed an online tool in your teaching:</p> <ul style="list-style-type: none"> <li>• Online discussions</li> <li>• Quizzes and polls</li> <li>• Assessment that includes technological component</li> </ul>	<p>Implement a midterm feedback approach:</p> <ul style="list-style-type: none"> <li>• Stop-start-continue</li> <li>• Critical incident questionnaire (Brookfield)</li> <li>• One-minute paper</li> </ul> <p>Look at previous feedback on your modules and programmes:</p> <ul style="list-style-type: none"> <li>• Module evaluation questionnaires</li> <li>• External examiner reports</li> <li>• Departmental ASERs (Annual Student Experience Review)</li> <li>• Survey results: NSS, PTES, PRES...</li> </ul> <p>Investigate (and critique!) how a comparable module to yours in designed and taught at a different institution.</p>	<ul style="list-style-type: none"> <li>• Conduct a lit review of 3-5 references in teaching and learning within your discipline (see IOE LibGuides)</li> <li>• Share best practice in your department via UCL Peer Dialogue or your teaching committee</li> <li>• Write a case study for the UCL Teaching and Learning Portal <a href="http://www.ucl.ac.uk/teaching-learning/case-studies">www.ucl.ac.uk/teaching-learning/case-studies</a></li> <li>• Give a conference presentation or poster related to teaching and learning.</li> </ul>

## Applying for UCL Arena and HEA Fellowship

Having completed the Arena Two course, you will have the opportunity to submit an application for Fellowship of the Higher Education Academy. As the course progresses, you will develop a clear understanding of the application format. During the course you will draft a case study for your application and peer review a case study written by a colleague.

All the sessions are mapped to the Professional Standards Framework (PSF). You will be able to apply your Arena Two learning to develop your educational role as you gain more experience of teaching and then use these experiences as the basis for your application.

# Applying for UCL Arena and HEA Fellowship

To apply for Fellowship, you will need to complete a UCL Arena Fellowship Application Template. This is a written application containing six sections:

Section 1: Information about the Applicant;

Section 2: Your Professional Activities and Continuing Professional Development;

Section 3: Narrative Case Studies;

Section 4: Analysis of Development during Arena Two;

Section 5: References;

Section 6: Staying in Good Standing with your Professional Development.

Section 3 consists of 4 x 600 word case studies (2400 word limit total). Section 5 requires two references. Your referees (at least one of whom needs to be from UCL) should be able to comment on your professional achievements in relation to teaching, research supervision and/or supporting student learning in higher education, and they need to read your application and provide comments on the basis of their knowledge of your work and how you meet the criteria.

You will receive support from the Arena Two tutors and your peers as you develop your application, including peer review of drafts and attending our application development workshops (see below).

You can find detailed information about the UCL Arena application on the Arena Two Moodle, under 'Application Submission'. This includes the application template, copies of the PSF, sample case studies, information for referees, and sample references. You will also submit your application on this page.

## Multimodal option

If you prefer, you can replace 'Section 3: Narrative Case Studies' with an oral/multimodal presentation which you upload to Moodle. There is an 'Oral/multimodal' submissions area on the Arena Two Moodle submissions page.

It should be submitted in software such as Powerpoint, Prezi, or an equivalent presenting tool. The application may include configurations of text, images, and audio-visual material, such as recordings, photographs, pictures, annotations, or commentary but the overall time limits below must be worked within.

It should last 18-22 minutes. The quality of your presentation is not assessed but the content should be clear.

Your oral/multimodal presentation is assessed against the same criteria as a written application, so ensure that you provide evidence of effective approaches across all the dimensions of the PSF.

Further information can be found in the Arena Two Moodle.

## Become a Fellow: Developing your application sessions

Arena Two participants are invited to our regular sessions in which staff from across UCL discuss and develop their applications for FHEA.

During these workshops you will gain peer and tutor feedback on your FHEA application. You will discuss how to select examples of your work and write case studies which provide evidence of attainment of the FHEA criteria.

Please bring with you your draft application and/or three hard copies of a case study. See Upcoming Events <https://www.ucl.ac.uk/teaching-learning/news-events/upcoming-events>



## Descriptor 2: Fellow Overview of the UKPSF

**For participants in Arena Two, around two to three years of experience of teaching/supporting learning in higher education is advisable.**

Fellow demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of:

- 1) Successful engagement across all five Areas of Activity
- 2) Appropriate knowledge and understanding across all aspects of Core Knowledge
- 3) A commitment to all the Professional Values
- 4) Successful engagement in appropriate teaching practices related to the Areas of Activity
- 5) Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice
- 6) Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices

### Areas of Activity

- A1 Design and plan learning activities and/or programmes of study
- A2 Teach and/or support learning
- A3 Assess and give feedback to learners
- A4 Develop effective learning environments and approaches to student support and guidance
- A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluations of professional practice

### Core Knowledge

- K1 The subject material
- K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
- K3 How students learn, both generally and within their subject/disciplinary area(s)
- K4 The use and value of appropriate learning technologies
- K5 Methods for evaluating the effectiveness of teaching
- K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

### Professional Values

- V1 Respect individual learners and diverse learning communities
- V2 Promote participation in higher education and equality of opportunities for learners
- V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
- V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

