

Glasgow Kelvin College

Academic Board – 01 November 2024

Teaching Development Activity Update

Report by J Clarke, Senior Curriculum Manager/ Teaching Development Coordinator

1. Introduction

Academic session 2024/25 sees a continuation and expansion of our Teaching Development initiatives. These now fall into three main strands, with further related activity outlined in the summary on page 3 below:

Teaching Development Leads, where lecturers can be given remission from contact to work on a development project that will benefit them and their students, in some cases with the potential for broader impact cross-college.

Teaching Activity Groups, which offer our lecturers semi-structured, semi-regular peer group meetings, where shared challenges are discussed, potential development themes explored, and informal working partnerships formed.

Teaching Exchange Activity

A mutual teaching observation and sharing of practice, suggested by a member of teaching staff, and developed as a Teaching Development Lead (TDL) project. Launched this year with TAGs as pilot group.

2. Body of the report and impact on the College

Teaching Development Leads (TDLs): Lecturers submit a development idea, and those selected are given remission from contact (typically 3 hours per week for one block, though some have been extended) to work on their project, collaborating with me as Teaching Development Coordinator. Projects may be specific to one curriculum area or may have the potential for wider impact. The previous report to this board outlined examples of projects live in 23/24. Some of these are now complete, with outputs being implemented in 24/25; others are continuing, and there are three new projects for this AY, Block 1, as follows:

- Development of an Enterprise Project, initially for Business students but with potential for wider student uptake. TDL is creating a model where students will run a timebound 'mini-company' and seek to generate profit from a product or service. Project addresses an identified need for more practical work and the embedding of metaskills in the targeted course group.
- TeacherMatic 'champion'. A TDL project where the lecturer is preparing materials to disseminate the value and uses of TeacherMatic to the teaching staff body. End

products will be materials, webinars and staff workshops (including Staff Conference Day).

- Development of workshop materials/ a short course for learners on nutrition and links to wellbeing. This programme addresses an identified need in Performing Arts, where staff have concerns about the negative impact of poor diet and lifestyle on learner performance and wellbeing. However, the workshop material will be suitable for use with any learner group.

In 2023/24, seven TDL projects were launched. Four were completed, with outputs ready for implementation in 2024/25. Two have been extended into a further phase (e.g. dissemination or further development). One was paused due to long-term absence of the TDL, and has restarted in 2024/25. In total, there are currently six live TDL projects, with four complete and three under review.

Teaching Activity Groups (TAGs)

TAGs are composed of cross curricular teaching staff who undertake collective sharing of practice and professional development activities. TAG teams provide a supportive forum for lecturing staff to explore teaching practice and to work collaboratively to innovate and develop. Since their establishment in session 23/24, TAGs have:

- Taken part in informal meetings to discuss shared ideas, challenges and approaches.
- Taken part in focus groups to identify and prioritise proposed staff development activity.
- Visited each other's teaching spaces and workshop facilities, and observed teaching.
- Acted as a pilot group to test the effectiveness and value of TeacherMatic, an AI tool specifically designed for educational establishments.
- Liaised with the University of Stirling regarding proposed partnership project around professional development.
- Acted as a pilot group for Teaching Exchange Activity (TEA), a voluntary classroom observation programme.

Teaching Exchange Activity (TEA)

A mutual teaching observation and sharing of practice was suggested by a member of teaching staff, and was subsequently developed by the lecturer, in collaboration with the Teaching Development Coordinator, as a Teaching Development Lead (TDL) project. The process was finalised in June 2024, for implementation in 2024/25. The programme is voluntary, though Teaching Activity Group members are being asked to participate throughout AY 2024/25 as a pilot group.

Participants are provided with a template to take notes on the observation and write feedback, to be presented to their partner at the end of an observation session. They also complete a feedback form on MS Forms to evaluate the process itself.

Summary

This Teaching Development activity sits under the banner of the recently-established Professional Development Forum, which exists to plan, monitor and organise professional development activity. Other new activity in this area includes:

- Partnership with Glasgow Clyde College where new and recent start GKC lecturers without TQFE will undertake GCC's 12-week Teaching Essentials programme.
- Partnership with the University of Stirling, our TQFE provider, who will provide professional development sessions for all teaching staff during the two inter-block weeks. The college's Teaching Activity Groups contributed to shortlisting topics for this programme, and all teaching staff were then consulted.

3. Resource Implications

Resource implications include staff costs (i.e. additional hours or backfill to free up TDLs to work on projects) and ad hoc investment (e.g. software or equipment to facilitate projects). The latter has been minimal so far. A small dedicated budget has been allocated for AY 2024/25 for this purpose.

4. Impact on Students

TDL projects and developments stemming from TAG activity should improve learning and teaching and enhance the student experience.

5. Risk and Assurance

There are no Risk and Assurance matters arising from this report.

6. Equality

There are no Equality matters arising from this report.

7. Data Protection

There are no Data Protection matters arising from this report.

8. Environmental and Sustainability

There are no Environmental Sustainability matters arising from this report.

9. Recommendations

Members are recommended to note the contents of this report.

10. Further Information

Further information may be obtained from the Vice Principal (Curriculum and Quality) at rashton@glasgowkelvin.ac.uk or from the Senior Curriculum Manager at johnclarke@glasgowkelvin.ac.uk



Glasgow Kelvin College
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