

Glasgow Kelvin College

Academic Board – 30 August 2024

Teaching Development Activity Update

Report by J Clarke, Senior Curriculum Manager

1. Introduction

Academic session 2023/24 saw the launch of our new Teaching Development initiatives. These fall into two main strands:

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.

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. A diverse range of development projects ran in 2023/24, including the following:

- Project-Based Learning development, with TDLs using the time and support to create or further develop a PBL model for their course, plan the delivery, create the assessment-mapping documents, and collaborate with colleagues on delivery.
- Webinar development, with a TDL initially upskilling in the creation of webinars using OBS software and green-screen, before a second dissemination phase, mentoring others to do the same. This has also resulted in the creation of a green-screen webinar studio on campus.
- Teaching Exchange Activity (TEA), a voluntary initiative, providing opportunities for lecturers to share expertise and provide feedback to one another on learning and teaching approaches, based on a 'buddy system' of mutual teaching observation.
- Readiness for College units, designed to support applicants in making the transition to college, between being offered a place and starting the course. This hybrid initiative engages applicants in the college Moodle as well as offering face-to-face sessions. There is a focus on developing resilience, meta-skills and wellbeing, and while it is currently aimed at adult returners, there is scope to expand more broadly as part of college keep-warm activity.

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, to be restarted in 2024/25.

Teaching Activity Groups (TAGs)

TAGs take part in lunch meetings during staff development weeks, with free catering provided. They provide a further opportunity to ensure that conversations about learning and teaching are to the fore and happening regularly.

During session 23/24, TAGs met initially on a 'soft-start basis', getting to know colleagues from other subject areas and faculties, before visiting each other's teaching spaces (in some cases observing classes) and participating in discussions on shared challenges and priorities, which has led to the identification of cross-college themes to be explored further this year.

In session 24/25, TAGs will act as a pilot group for Teaching Exchange Activity (TEA) as described above, and as a focus group to explore some of themes that arose from their meetings in 23/24 (e.g. mobile phone use in classes; addressing a complex range of learner needs within one class group; managing learner timekeeping & attendance etc).

In addition, lecturers in TAGs are offered a funded licence for TeacherMatic, which the college has invested in to support the trial of AI technology with those who have demonstrated a commitment to progressive practice.

Overview

The underpinning ethos of all the teaching development activity is to create a culture that supports progress and development, and where enthusiasm is celebrated. TAG activity also helps explore staff needs and wants for development, which can both complement and feed into the more formal organisational development and CPD activity already taking place at the college.

Finally, a new Professional Development Forum has been created that uses the input from all these strands to ensure a coherent and cohesive approach to continuous development.

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 in software or equipment to facilitate projects. The latter has been minimal so far. A small dedicated budget will be allocated in 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 jclarke@glasgowkelvin.ac.uk