

## Centre for Educational Development

### Annual Evaluative Report 2006-7



*CASLAT Teaching observation at the Department of Civil and Environmental Engineering's Constructionarium, June 2007*

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## SUMMARY

This document is a self report by the Centre for Educational Development (CED), primarily for monitoring purposes. The core of CED's role involves working collaboratively with individuals, groups and departments across the College to support and raise the profile of learning, teaching, course design, assessment, supervision, and research into educational development matters, and to run courses about teaching, assessment and supervision.

### Headlines from 2006-7

1. Re-accreditation of CASLAT by the Higher Education Academy for the maximum period.
2. Large increase in numbers taking CASLAT, from 28 to 44.
3. The introduction of some new workshops and of action learning, topic-focussed groups for members of staff to initiate meetings on areas of interest.
4. Running workshops for students for the first time, in the shape of PhD students who assess undergraduates.
5. Initial green light given to introduce an MEd in University Learning and Teaching in 2008.
6. Use of an Oracle based system for booking, messaging and recording participation in CED activities.
7. CED ran 95 workshops, of varying lengths, some being as long as two days; led and participated in three programmes of study, ran a number of networks, administered and supported several educational funding schemes and project activities and participated in committees and working parties.
8. The number of attendances at workshops (not counting other activities) reached a record high, exceeding the previous year by over 100 attendances. Core workshop attendance formed less than a third of these attendance numbers.
9. While fulfilling all other commitments, CED academic staff maintained a good level of scholarship and research.

### ***The Purpose of the Annual Evaluative Report***

This document is a self report by the Centre for Educational Development (CED). Its primary purpose is to provide information to the College about the activities of CED, specifically to provide this to the Quality and Academic Review Committee for monitoring purposes. A secondary purpose is to disseminate information about the activities of the Centre to a wider community.

## **1. CED, The Centre for Educational Development**

### ***1.1 The Role of CED***

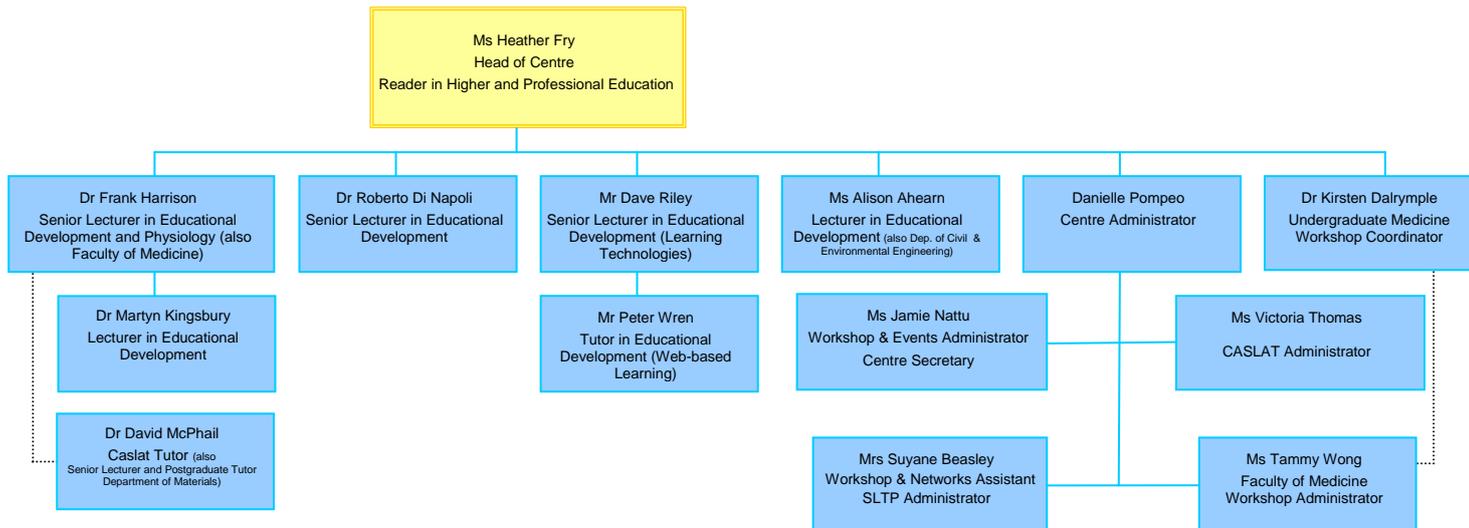
The CED was founded in 2000 to work collaboratively with individuals, groups and departments across the College to support and raise the profile of learning, teaching, course design, assessment, and supervision, and to promote research into student learning and all aspects of educational development at Imperial. The Centre reports to the Pro-Rector (Educational Quality).

CED fulfils its role through:

- o Running workshops
- o Offering programmes about learning and teaching
- o Facilitating and organising educational development networks
- o Administering and supporting educational development grant schemes and grant holders
- o Responding to individual requests for expert advice on educational development matters
- o Contributing to initiatives, committees and working parties concerned with educational development
- o CED members maintaining and extending their professional knowledge, scholarship and research.

### 1.2 Who works in CED?

Six of the staff below work for the Centre for only part of their time.



### 1.3 Policy, Organisational and Administrative Aspects during 2006-7

The following summarises a number of matters:

- The size of room available for CED activities, especially CASLAT and SLTP, continued to be a problem. Similarly the lack of availability of rooms at short notice, especially in the Seminar and Learning Centre (SALC), meant continued limited flexibility for the timing of certain activities. The newly available 58 Princes Gardens helped ease the availability issue. Difficulty was also experienced in securing space in a suitable computer training room for WebCT activity.
- The online 'Rooms and Catering Booking System' has much simplified the process of finding rooms at short notice.
- Maternity leave and cover arrangements have produced some staff changes.
- A new online Oracle booking and recording system was used for the first time. Testing and 'snagging' continues to take much time, a number of teething problems remain and further development is needed, but for routine tasks the point is now being reached where there is some pay off in efficiency.

## 2. Workshops

### 2.1 Overview

CED workshops are essentially of two types. Firstly, 'Core' workshops, which provide a foundation in a number of areas of teaching and learning practice in higher education, and which are compulsory for all non-clinical lecturers on probation – but open to other staff when there is space. Secondly, the 'optional' workshops that staff elect to take according to career stage, amount of teaching undertaken, interest, discipline etc.

Most workshops are held in the Seminar and Learning Centre in South Kensington, where excellent support is received from Mr Bachir Taouti of the Conferences team. Workshops are evaluated; the data from this provides information for the subsequent tables and comments. Despite the core workshops forming part of CASLAT, ten certificates of attendance at the core workshops were requested.

Table 1 indicates attendance by department/division at all workshops (not all CED activities) during 2006-7 and includes attendance of NHS staff who teach Imperial students. Attendance at the core workshops overall fell slightly from this year to last, as did attendance at optional workshops, other than those specific to the Faculty of Medicine, where there were 50 more attendances, an increase of nearly 20%. There was an entirely new set of workshops for PhD students who assess, which was attended by 150 students, with Chemistry, Mathematics, Civil and Environmental Engineering and Materials being especially strongly represented. Overall, taking all types of workshop together, attendance at workshops increased by over 10% from last year to this (from 993 in 2005-6 to 1,101 in 2006-7).

Headline facts:

- 95 workshops were run; they lasted between 2 hours and 2 days
- 1,101 attendances were recorded at workshops, this exceeded last year by some 100.
- The workshops addressed a wide range of topics.

## 2.2 Core Workshops

Figures 1-5 indicate attendance from each Faculty at the core workshops 2003-7. Table 2 shows participant ratings of the core workshops.

### *Communicating Knowledge, (one and a half days) Tutor: Dr Roberto Di Napoli*

In its current format, this workshop is in its third year of life and ran six times in 2006/07. It continues to receive extremely good feedback from participants. Participants like both the theoretical part and the 'micro-teaching' sessions where they have a chance to try their hand at putting theory into practice in a non-threatening environment, while becoming accustomed to practising peer-observations and giving feedback. New tutors will be joining Dr Di Napoli to observe and run sessions in 2007/8. There are plans for a version of the workshop for Mathematics and Physics. Finally, *Communicating Knowledge* has been receiving international attention. Dr Di Napoli is currently acting as a consultant for the implementation of a Spanish version of the workshop which will run at the University of Barcelona (Spain) as from September 2007.

### *Teaching for Learning (two days), Main Tutor: Dr Frank Harrison*

This workshop offers those relatively new to teaching in higher education a broad introduction to key ideas and concepts in learning, teaching, course design, assessment and evaluation. In the summer of 2006 it was reviewed, updated and restructured to bring it further into alignment with the other core workshops. The introduction of the Centre post doc workshop strand, and in particular Starting Teaching for Post Docs, has resulted in the expected fall in demand for this workshop, so that in 2006/7 it was offered on three occasions rather than four.

### *Designing for Learning, (about 40 minutes per person) Tutors: Alison Ahearn, Roberto Di Napoli, Heather Fry, Frank Harrison, Martyn Kingsbury, Dave Riley, with a senior member of the Department/Division*

In 2006-7 this workshop was run 22 times, with three persons being the average attendance. Each individual takes the workshop after they have taken 'Teaching for Learning' and makes a presentation about a course they teach, which is then discussed by the group with a view to further enhancing all/any aspect of course design. This year in addition to the usual questions that participants are invited to consider, they were also asked: 'Have you been able to enrich teaching and learning on this course by linking it to research?'. Some interesting discussions have been forthcoming. The opportunity for one-to-one feedback, protected time to focus on teaching matters, and discussion with a senior member of the department (often the Director of Undergraduate Studies) continues to be valued by many participants.

### *Supervising Postgraduate Students, (one and three quarter days) Tutors: Professor David Stuckey (Chemical Engineering), and/or Professor Bernard Morley (GSLSM), and/or Heather Fry*

One of the main challenges this workshop presents is the varying norms of study and supervision in different disciplines, especially between lab and non-lab based research paradigms. The international background of many staff gives rise to considerable debate about the shape of PhD studies. The external environment is also fast changing. The specific content of the workshop has continuously evolved over the years, but during summer 2007 a complete review of the workshop will take place with a view to ironing out any possible inconsistencies and overlaps and keeping it up to date. The tutors were once again invited by the School of Pharmacy to run an adapted version of the workshop for them. This received good feedback, attracting 22 participants, but is not otherwise included in the data in this report.

### *Becoming a Personal Tutor, (one day) Tutors: Dr Frank Harrison and David Allman (Senior Student Counsellor)*

This workshop was reviewed and restructured in the summer of 2006, but retains the aim of acquainting those new to personal tutoring with information about their role. The workshop includes discussions about organisational issues, the role of the personal tutor in Imperial, common problems, routes of referral and sources of support for tutors, cultural aspects of tutoring and student mental health. It continues to be fully subscribed.

**Table 1: Attendance at Centre Workshops 2006-7** (attendance at programmes and networks is not shown)

Faculty	Department / Division	Core Workshops						Optional Workshops			Total
		Communicating Knowledge (1.5 days)	Teaching for Learning (2 days)	Designing for Learning (2-3 hours)	Supervising Postgraduate Students (2 days)	Becoming a Personal Tutor (1 day)	Total Core Attendance	OPTIONAL TOTAL (excl. GTA)	GTA TOTAL	FACMED TOTALS <sup>2</sup>	Total Attendance at Workshops
Natural Sciences	Centre for Environmental Policy	1	0	0	0	0	1	5	0	0	6
	Chemistry	1	2	5	2	2	12	14	22	0	48
	History of Science, Technology and Medicine	0	0	0	0	0	0	0	0	0	0
	Institute of Mathematical Sciences	0	0	0	0	0	0	1	1	0	2
	Mathematics	4	3	7	6	5	25	12	33	0	70
	Physics	1	2	2	1	2	8	16	0	0	24
	Life Sciences <sup>1</sup>	1	1	4	4	3	13	18	8	1	40
Medicine	Clinical Sciences Centre	0	0	0	0	0	0	0	0	0	0
	Epidemiology, Public Health and Primary Care	2	2	0	3	0	7	21	0	10	38
	Investigative Sciences	3	3	3	1	1	11	17	0	17	45
	Kennedy Institute of Rheumatology	0	0	3	1	2	6	3	0	1	10
	Medicine	9	5	6	9	8	37	28	0	8	73
	Neuroscience and Mental Health	4	2	2	0	4	12	16	0	27	55
	National Heart and Lung Institute	2	2	2	2	1	9	20	0	9	38
Engineering	Surgery, Oncology, Reproductive Biology and Anaesthetics	6	5	5	6	7	29	17	0	12	58
	Aeronautics	2	1	0	2	1	6	3	0	0	9
	Bioengineering	1	3	2	1	2	9	7	1	0	17
	Chemical Engineering and Chemical Technology	4	2	2	2	3	13	23	12	0	48
	Civil and Environmental Engineering	5	5	3	6	3	22	13	20	0	55
	Computing	1	4	4	3	3	15	2	0	0	17
	Earth Science and Engineering	0	0	0	1	0	1	6	0	0	7
	Electrical and Electronic Engineering	1	2	2	2	0	7	9	2	0	18
	Institute for Biomedical Engineering	2	1	2	2	2	9	8	1	0	18
Materials	2	3	0	2	1	8	1	47	0	56	
Non-Faculty Departments	Mechanical Engineering	2	2	5	3	3	15	6	0	0	21
	Academic Support Services	0	0	0	0	0	0	5	1	0	6
	Administrative Departments	0	0	0	0	0	0	16	1	1	18
	Business School	2	2	2	1	1	8	12	0	0	20
	Humanities	0	1	3	0	1	5	35	0	0	40
	NHS	5	0	3	1	3	12	10	0	213	235
	External	0	0	0	0	0	0	0	0	5	5
Other	0	0	0	0	1	1	2	1	0	4	
	<b>Totals</b>	<b>61</b>	<b>53</b>	<b>67</b>	<b>61</b>	<b>59</b>	<b>301</b>	<b>346</b>	<b>150</b>	<b>304</b>	<b>1101</b>

Figures 1-5. Faculty attendance at the five core workshops 2003-7

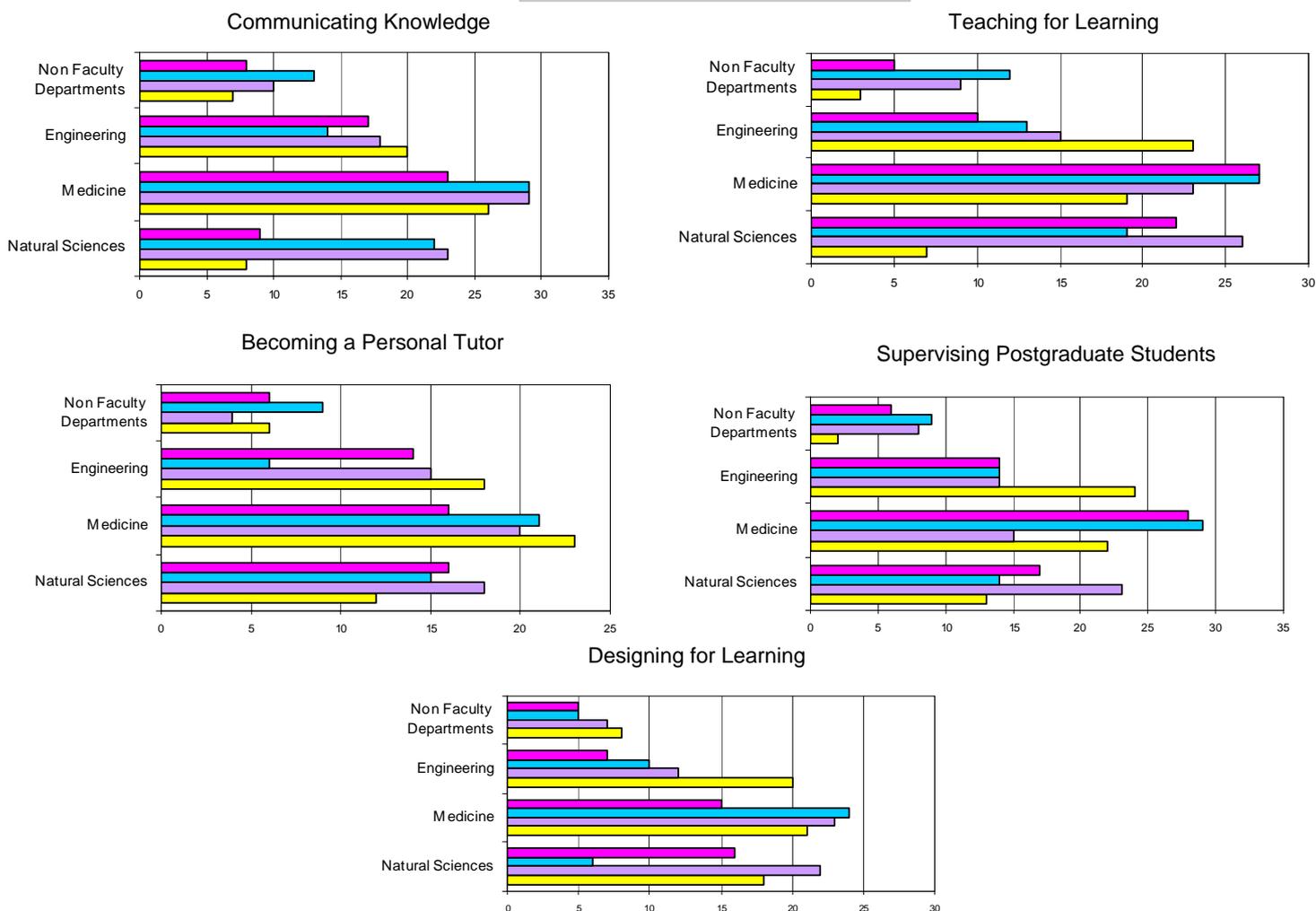


Table 2: Ratings of the Core Workshops 2006-7 by Participants- frequency distributions

Core Workshops	Number of workshops	Number of Participants	Number of responses	Response Rate %	Usefulness				Interest				Enjoyment				Tutor				Course Materials								
					Very High	High	Adequate	Low	Very Low	Very High	High	Adequate	Low	Very Low	Very High	High	Adequate	Low	Very Low	Very High	High	Adequate	Low	Very Low					
Communicating Knowledge	6	61	61	100	38	22	1	0	0	40	17	4	0	0	40	17	4	0	0	51	9	1	0	0	26	28	6	0	0
Teaching for Learning	3	53	52	97	11	27	14	0	0	12	23	15	1	0	8	22	20	2	0	17	30	4	1	0	16	23	11	1	0
Designing for Learning	22	67	60	90	28	37	2	0	0	28	35	3	0	0	26	37	2	0	1	17	30	4	1	0	16	23	11	1	0
Supervising Postgraduate Students	3	61	56	92	16	28	10	3	0	11	37	8	0	0	16	27	12	1	0	25	29	1	2	0	12	26	18	0	0
Becoming a Personal Tutor	3	59	58	98	7	33	14	3	1	5	35	15	3	1	3	23	27	3	1	13	37	6	2	0	9	38	10	1	0
<b>Core Total</b>	<b>37</b>	<b>301</b>	<b>287</b>	<b>95%</b>	<b>100</b>	<b>147</b>	<b>41</b>	<b>6</b>	<b>1</b>	<b>96</b>	<b>147</b>	<b>45</b>	<b>4</b>	<b>1</b>	<b>93</b>	<b>126</b>	<b>65</b>	<b>6</b>	<b>2</b>	<b>123</b>	<b>135</b>	<b>16</b>	<b>6</b>	<b>0</b>	<b>79</b>	<b>138</b>	<b>56</b>	<b>3</b>	<b>0</b>

2.3 Optional Workshops

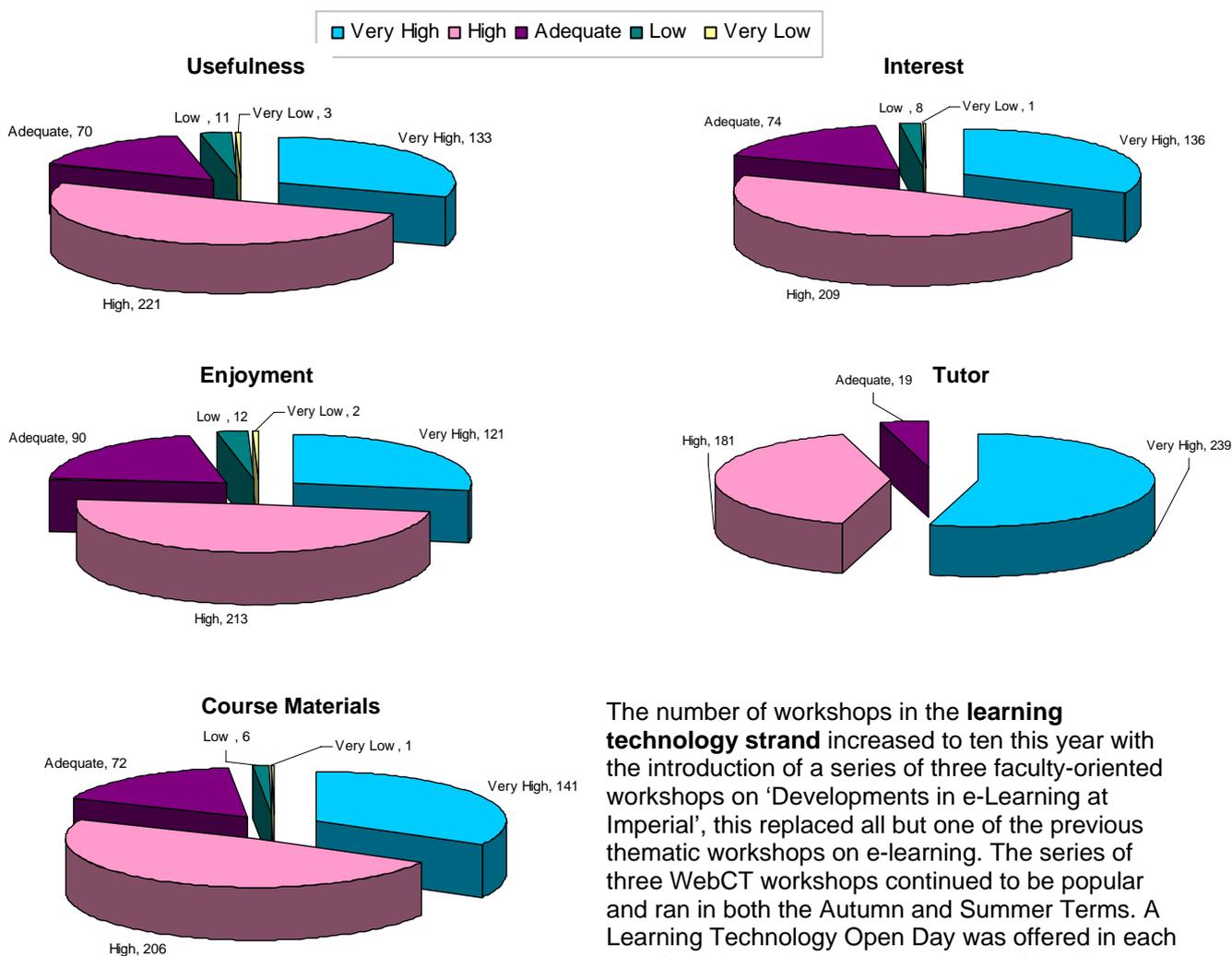
Optional workshops provide the opportunity to explore a particular area of teaching or learning, with many being considerably shorter than the core workshops. Many are at an introductory level, but some are advertised as being for more experienced staff. The breadth and depth of what is offered is reviewed each year taking into account requests for particular topics and demand in the previous year, College needs and CED staff interests also inform the programme. A few workshops run more than once in the year. A workshop attracting fewer than eight participants is cancelled unless there are other pressing reasons for running it. Tables A1 and A2 in the appendix provide the numerical feedback data, showing workshops are generally well received and rated as useful. Staff taking either CASLAT or SLTP will typically each take 1-3 of these workshops.

CED staff also contribute to some workshops not organised by CED, these include staff induction, and workshops for the graduate schools. Their evaluative data is not reported here.

**2.3.1 The Non-Medical Optional Workshops:** learning technology, post doctoral, GTA and general; *Tutors:* Alison Ahearn, Roberto Di Napoli, Heather Fry, Frank Harrison, Martyn Kingsbury, Dave Riley, Peter Wren and Drs Michael Coppins (Physics) and Sara Rankin (NHLI)

Figures 6-10 provide a graphical representation of some of the feedback data.

**Figures 6-10. Ratings of the non-medical Optional Workshops by participants (n =434)**



The number of workshops in the **learning technology strand** increased to ten this year with the introduction of a series of three faculty-oriented workshops on 'Developments in e-Learning at Imperial', this replaced all but one of the previous thematic workshops on e-learning. The series of three WebCT workshops continued to be popular and ran in both the Autumn and Summer Terms. A Learning Technology Open Day was offered in each term but interest in these was low, perhaps because the faculties are more self sufficient now, and these events will be discontinued.

The **post-doctoral strand** is made up of 'Assisting with PhD Supervision', 'Starting Teaching for Post-Docs 1' and 'Starting Teaching for Post-Docs 2' (STPDs); post docs can also take any other appropriate workshops, e.g. 'Communicating Knowledge' or 'Teaching small Groups'. 'STPDs 1 and 2' provide an introduction to important aspects of learning and teaching and taken together are equivalent to the core workshop 'Teaching for Learning'; small changes from Teaching for Learning reflect the particular interest and experience of post-docs early in their academic career. Over a third of those who took STPDs1 went on to take STPDs 2. For the first time this year 'STPDs 1' was offered as part of the three day residential course run by the SDU at Wye. This is aimed primarily at early career postdocs, and in addition to the teaching workshop participants receive advice on writing and being published, obtaining funding, negotiation skills and career development. In future, STPDs1 will only be offered once a year as a stand alone course at South Kensington, with most post docs who wish to do so taking it as part of their residential course.

The new workshop 'Assessment & Marking Skills for Research Students Who Teach' was designed to meet the Senate requirement that PhD students who teach (**GTA**s) need to attend a department induction / briefing session and more generic assessment training run by CED. The workshop introduces participants to the relationship between assessment and learning, examines the appropriate use of marking schedules and discusses how to give feedback. The educational 'theory' is related to practical exercises and attempts to link the practical aspects of GTA marking to the wider educational context in such a way that it will help GTAs mark in a fair and appropriate manner and to the required level and purpose.

There are two different workshops, each with a common introduction to the theory and general issues and with activities based as far as possible on actual examples. These workshops are: (i) Laboratory based marking and (ii) Problem sheet / calculation based marking. Discussion with the departments that use GTAs extensively has been vital in starting these workshops and they have provided the marking examples which are selected to be representative of the GTA marking load. Each of these workshops was run four times early in the academic year to a total of 150 participants.

In the **general strand** one entirely new workshop introduced this year was 'Teaching and Research', tutored by Ms Heather Fry and Dr Roberto Di Napoli. Its aims are to explore the theory and practice of linkages between teaching and research, and to introduce participants to the nature of educational research. The participants gave positive feedback, finding the principles discussed useful for application within their own teaching contexts. Especially appreciated were discussions about the nature of educational research in relation to other disciplinary research carried out at Imperial. Some other workshops changed their length and content slightly, with, for example, 'International Students: Understanding and Supporting Cultural Diversity', tutored by Roberto Di Napoli and Elaine Walsh (Graduate Schools), being extended to three hours from a lunchtime.

CED also introduced a new type of activity into the **general strand** whereby a topic is initiated by a member of staff outside CED and then a group of interested people meet a number of times to discuss issues and solutions, with CED making the arrangements and chairing or facilitating as needed. This activity borrows heavily on the idea of **action learning**. Two action learning/topic focused learning sets/workshops were run. One was originated by Dr Giskin Day of Humanities as part of their teaching team meetings, looking at assessment of essays and ways to support students grappling with essay research and referencing. Ms. Ahearn, from the CED facilitated the discussions. There was an impressive attendance (over 20), especially as most Humanities teachers are part time and came into College specially. The other was originated by Dr Mark Sullivan, SORA and was for Master's programme leaders, facilitated by Ms Fry from the CED. There were three meetings, the first one focusing on exchanging ideas, the second on e-learning and the third on formats for small group learning and teaching. There were also some e-mail exchanges. About 10 programme leaders attended and rated the meetings and subsequent actions useful – as witnessed by willingness to travel from various campuses to contribute to the meetings. Neither event was evaluated in the normal way because of their different character, but attendance is included in Table 1.

### 2.3.2 The Medical Optional Workshops; Tutor Dr Kirsten Dalrymple

This workshop strand is supported by the Faculty of Medicine and tailored to meet the educational development needs of Imperial and NHS staff who teach undergraduate medical students. It comprises 'programmed' and 'by request' events. 'Programmed' events are run on the South Kensington Campus while 'by request' events are run locally at hospitals in liaison with Directors of Clinical Studies (DCS), lead teachers and Teaching Coordinators. 'By request' events are based on one of the 'programmed' events and can be adapted to local needs. Twelve 'programmed' events were offered in 2006-2007, similar to the number of offerings in previous years. Eight 'by-request' workshops were run at local hospitals, an increase of 5 over 2005-2006, when the workshop tutor had been newly appointed.

**Table 3. A comparison of attendance at medical workshops in 2006- with the two previous years**

Workshop Attendance		2006-7	2005-6	2004-5		
Programmed		171	181	213		
By request events		133	73	145		
Cancellations/non attendance		67	57	56		
<b>Total attendance</b>		<b>304</b>	<b>254</b>	<b>358</b>		
Employment Type	2006-7		2005-6		2004-5	
	Number	% of 304	Number	% of 254	Number	% of 358
NHS Staff teaching IC students	213	70%	157	62%	241	67%
Imperial Honorary Staff	33	11%	87	34%	106	30%
Imperial Staff	53	17%	7	3%	8	2%
External	5	2%	3	1%	3	1%
<b>Totals</b>	<b>304</b>	<b>100%</b>	<b>254</b>	<b>100%</b>	<b>358</b>	<b>100%</b>

Medical workshops are either a full day or half-day in duration. Seven distinct workshops were offered within the programme, three of them introductory workshops maintained for their core relevance to teaching and learning and the UGM curriculum. An effort is also made to provide ongoing support to teachers who have long term involvement with teaching. To this end, two 'advanced' workshops from last year were taught again (Formative Assessment and Feedback in the Clinical Environment and Improving and Enhancing PBL Facilitation Skills), a workshop on teaching practical clinical skills (and delivered in a clinical skills laboratory) was reintroduced and a new workshop on written assessment was developed. All workshops received favourable evaluations from participants (see Appendix Table A2).

Attendance figures for the 2006-2007 year (Table 3) increased from 2005-2006, especially in respect of 'by-request' events. The full-day introductory workshops were consistently booked to capacity despite increasing the maximum participant number to 24. Hospital staffing issues were the main cause of non-attendance. Approximately 70% of attendees were NHS staff, if those with honorary Imperial contracts are

also included this figure rises to over 80%. Table 4 and Figure 11 provide further information about attendance based on primary employment venue, and NHS employment status.

**Table 4. The primary employment venue of participants in medical workshops (n=304)**

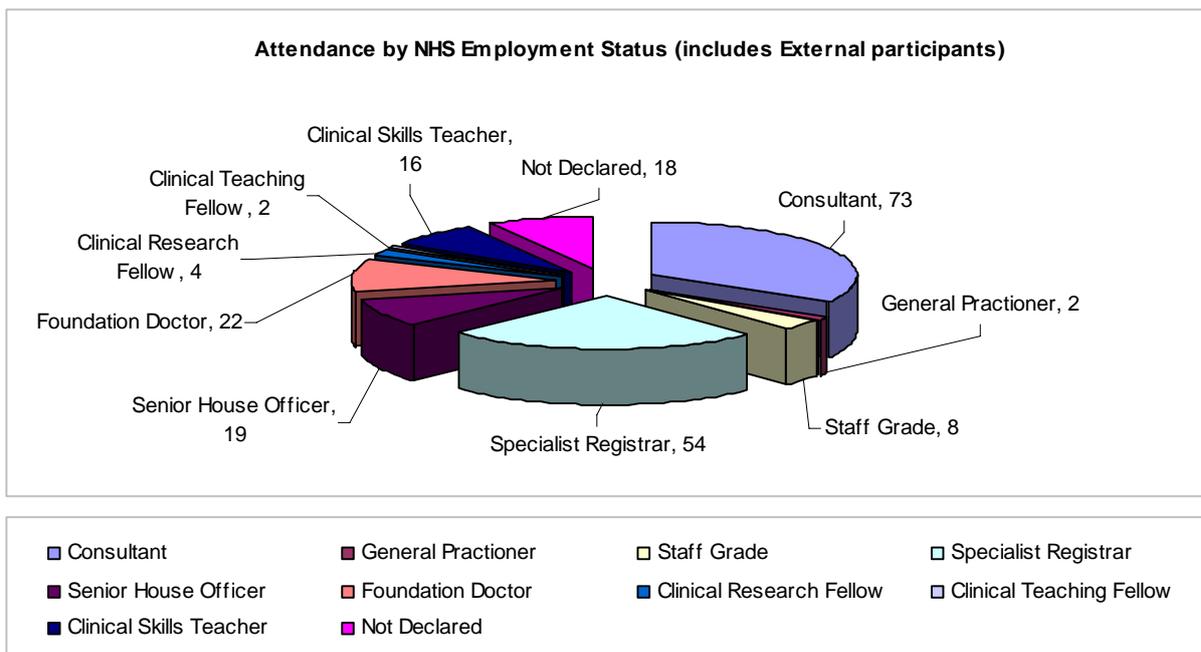
Primary Employer (Trust/College)	Total Workshop Attendance(s)
Ashford & St Peter's NHS Trust	5
Brompton & Harefield NHS Trust	2
Central NW London Mental Health NHS Trust <sup>1</sup>	55
Chelsea & Westminster Healthcare NHS Trust <sup>1</sup>	26
Ealing Hospital NHS Trust <sup>1</sup>	22
Hammersmith Hospitals NHS Trust	18
NW London Hospitals NHS Trust	15
St Mary's NHS Trust	11
Hillingdon Hospital NHS Trust	11
West London Mental Health NHS Trust <sup>1</sup>	37
West Middlesex University Hospital NHS Trust	3
Other NHS Trusts <sup>2</sup>	7
Not Declared	6
Imperial College <sup>3</sup>	53
Honorary Imperial Staff <sup>3</sup>	33
<b>Total</b>	<b>304</b>

1. This trust hosted one or more 'by request' workshops on site.

2. Other NHS Trusts Include: Barnet, Enfield and Haringey MHT, Brent Teaching PCT, Guy's and St Thomas' Trust, UCL Hospital NHS Trust

3. Demographic information is provided by participants. A number of attendees have more than one work affiliation (NHS, and Imperial) and are therefore categorized by their primary responsibilities and/or employment venue.

**Figure 11. Attendance by NHS employment status (n=218)**



### 3. Programmes

#### 3.1 Supporting Learning and Teaching Programme (SLTP): Programme Co-ordinator: Peter Wren

Since its launch in 2002 this innovative programme for staff who support student learning, such as librarians, technicians and researchers, has gone from strength to strength after having established its niche. It earns much positive feedback from participants and their line managers, who now receive from their participants a final report, comprising a fully-specified plan for a learning session in the participant's workspace. SLTP utilises blended learning techniques combining face-to-face sessions, on-line learning blocks based in WebCT, and individually recommended workshops. Information and advice about Higher Education Academy (HEA) registered practitioner status is given to participants. Several CED staff contribute to the programme, especially to the on-line blocks, and the programme also draws on other expertise, for example the College's Equal Opportunities and Diversity Consultant, Christine Yates, and outside diversity consultants.

The programme continues to be enhanced, with improvements such as better integration and ordering of the face-to-face sessions with on-line blocks, and, in the plan for learning described above, a clearer mapping of teaching and learning theory and good practice to participants' practice in their work environments. Table 5 indicates campus affiliations, gender, and completions. The main reasons for withdrawal are work-related issues. The numbers who can be recruited are constrained by availability of computer training rooms of sufficient size. SLTP attracts staff from a gamut of roles. Figure 12 shows all who have enrolled on the programme since 2002 (108 in all) and their various job affiliations.

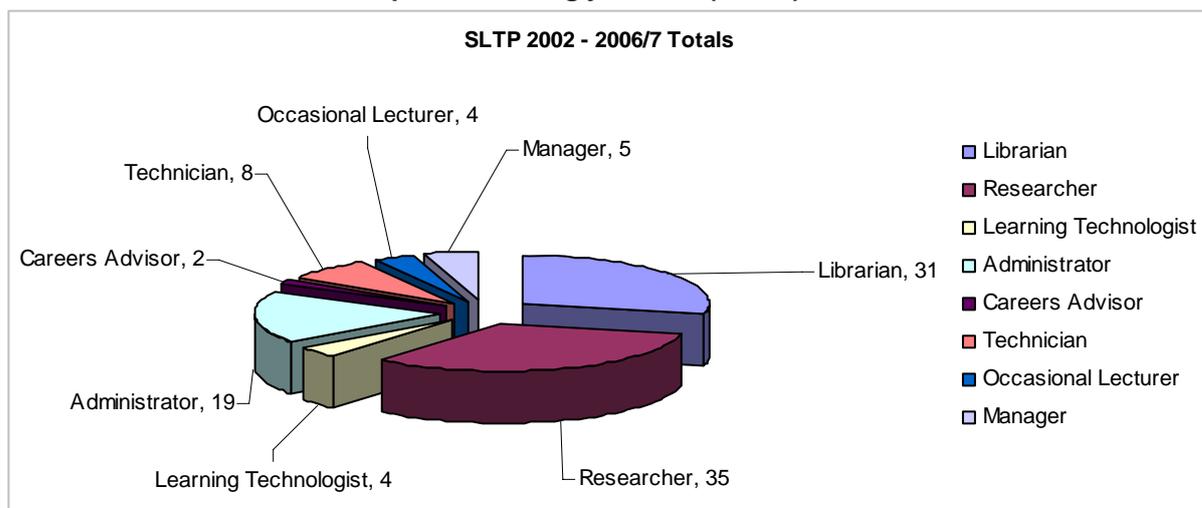
**Table 5. Location, Gender, and Completion of SLTP participants**

Location	2002-3	2003-4	2004-5	2005-6	2006-7	Totals
South Kensington	13	13	21	10	8	65
Charing Cross	2	6	2	2	3	15
St. Mary's	1	2	1	4	8	16
Wye	1	0	1	0	2	4
Northwick Park	1	0	0	0	0	1
Hammersmith	1	0	0	2	2	5
Chelsea and Westminster	0	0	0	1	0	1
Royal Brompton	0	0	0	1	0	1
<b>Total</b>	<b>19</b>	<b>21</b>	<b>25</b>	<b>20</b>	<b>23</b>	<b>108</b>

Gender	2002-3	2003-4	2004-5	2005-6	2006-7	Totals
Female	18	15	18	15	14	80
Male	1	6	7	5	9	28
<b>Total</b>	<b>19</b>	<b>21</b>	<b>25</b>	<b>20</b>	<b>23</b>	<b>108</b>
<b>Results</b>						
Completed	14	17	21	18	23	<b>93</b>

Participants were, as usual, surveyed in a structured fashion, both during and at the end of the programme. The evaluation by the 2006-07 cohort involved responses to open questions as a part of the final SLTP session and the completion of an online survey to furnish numerical data. Responses were again very positive, so the changes made last year, of greater clarity in the handbook re which blocks are optional, and the addition of an extra face-to-face session, seem to have been beneficial. Suggestions made by participants continue to be incorporated into the programme where beneficial, after discussion by the programme team.

**Figure 12: SLTP enrolment since inception, showing job roles (n=108)**



A selection of comments made by participants about the impact of the programme as a whole:

- *It was a great programme, very useful especially to managers - highly recommended.*
- *The materials were excellent and there was always more available for those interested.*
- *Staff were always very helpful, welcoming comments and requests for feedback and firm whilst flexible.*
- *SLTP has made me more aware of planning ... properly.*
- *I have enjoyed the course this year, and I am encouraging colleagues to register for next year.*
- *Completing each module has seen me apply the exercises I have completed to what I would do in a real teaching situation.*
- *The workshops I completed, complemented the programme in a very practical, useful way.*
- *The key outcome for me is a change in focus – from me as a person (and teacher) to the learner.*
- *Rather than just concentrating on the information, I now feel more confident at choosing the most appropriate style of teaching and learning activities for the type of information that is to be imparted.*

### 3.2 Certificate of Advanced Study in Learning and Teaching (CASLAT): Programme Leader: Dr Frank Harrison

CASLAT is a postgraduate Certificate of Advanced Study of Imperial College London. The programme was re-accredited by the Higher Education Academy in November 2006. It achieved the maximum permissible period of accreditation (five years) and received a very positive report from the accreditation team. During the year CASLAT was brought in line with the Bologna process and now carries 24 ECTS credits (as shown in Figure 13).

The sixth cohort of participants completed the Certificate in January 2007. On this occasion all who completed the programme were successful, bringing the total number of certificate holders to over 100. Modules 3 and 4 of the programme (which are specific to CASLAT) were subjected to annual evaluation and the results are summarised below in Table 6. There was a significant increase in the number recruited for 2007, from 28 to 44 participants. Full details are shown in Table 7. Some one third of enrolments came from those taking CASLAT on a voluntary basis.

Many CASLAT alumni continue to be involved with CASLAT. The assessment of CASLAT involves a senior member of the participant's own department, and we are increasingly seeing previous participants returning to assist in this role. Alumni are also invited to the annual CASLAT Continuing Professions Development session held this year in early May. Twenty alumni attended, representing all six previous cohorts. Professor Stephen Rowland of University College London presented the results of his recent work on the integration of the academic practices of teaching, research and knowledge transfer, and this was followed by a lively discussion.

Further details about CASLAT are available in the minutes of the Staff Student Liaison Committee and in the Annual Report.

Figure 13. CASLAT Modules

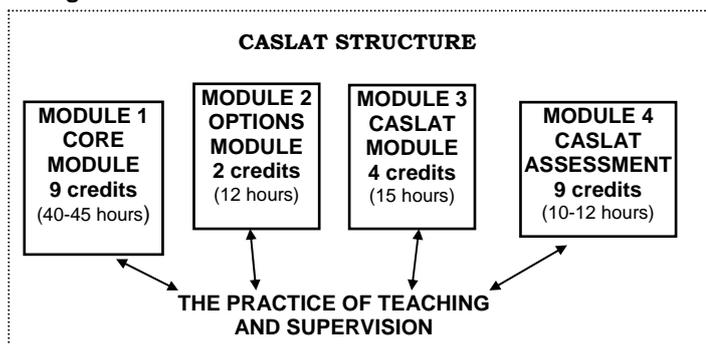


Figure 14. CASLAT Intake, showing types of appointment (n = 163)

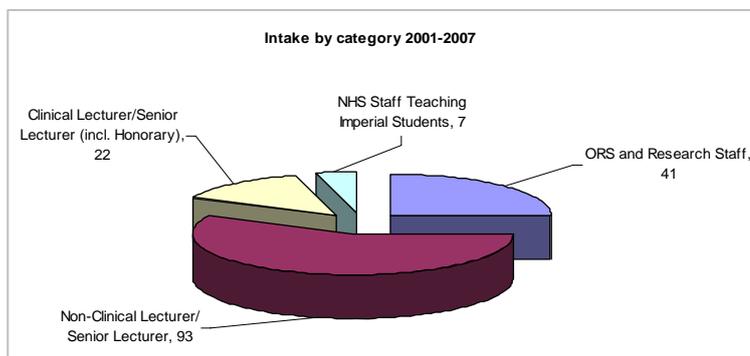


Table 6. Ratings by Participants of CASLAT, 2006 – frequency distributions (n=20)

Area of Feedback	Very High	High	Adequate	Low	Very Low
Usefulness of Module 3	9	10	1	0	0
Interest in Module 3	9	9	2	0	0
Enjoyment of Module 3	8	8	3	1	0
Scenarios for Module 3	2	9	3	1	0
Compulsory Reading for Module 3	1	11	8	0	0
Class Discussions for Module 3	6	12	1	0	0
Tutor (x4) input during Module 3	10	9	1	0	0
Learning from each other	9	7	4	0	0
Supervision (Module 4)	9	9	2	0	0
<b>Totals</b>	<b>63</b>	<b>84</b>	<b>25</b>	<b>2</b>	<b>0</b>

Table 7. CASLAT recruitment and results

Intake by Faculty	2001 – 2005	2006	2007
Engineering	18	6	11
Natural Sciences (Life Sciences)	8	3	1
Natural Sciences (Physical Sciences)	3	4	13
Medicine	51	9	13
NHS Teaching Imperial Students	6	4	3
Humanities	3	2	2
Tanaka Business School	1	0	0
Institute of Biomedical Engineering	0	0	1
External	1	0	0
<b>Total</b>	<b>91</b>	<b>28</b>	<b>44</b>
<b>Gender</b>			
Female	40	12	16
Male	51	16	28
<b>Results</b>			
Commended (Pass)	85	26	Due Feb 2007

### **3.3 The MEd in Surgical Education: Programme organisers Heather Fry (CED) and Dr Roger Kneebone (Department of Biosurgery and Surgical Technology)**

This programme is part of GSLSM and has its 'home' in the Department of Biosurgery and Surgical Technology, but is taught in association with CED. CED staff teach and assess on a number of modules and supervise dissertations. It ran for the second time during 2006-7, recruiting 18 part-time participants, the majority of whom are surgeons or surgeons in training. Both the 'repeating' and new modules were well received. A full report on this programme will be made in the usual way to GSLSM.

### **3.4 The MEd in University Learning and Teaching**

The College has given the go ahead for CED to progress proposals for an MEd in University Learning and Teaching to start in 2008. A very small minority of staff have long requested such a programme. One recommendation from CASLAT accreditation was that the College consider provision of further professional development opportunities in education for staff who wanted to better understand educational literature and research. The College Strategic Education Committee considered this idea in the Spring and gave a green light to CED to further the proposals. The Graduate School of Life Sciences and Medicine has similarly given a green light to CED to submit a full programme proposal for consideration.

## **4. Opportunities: Networks, Grants and other Funds**

### **4.1 Educational Development Co-ordinators (EDCs): Co-ordinator Dr Roberto Di Napoli**

The EDCs met their usual three times, with the aim of discussing and reporting on issues related to teaching and learning, both at departmental and College level. The main challenge for the EDC group has been, as always, maintaining membership across College as people leave or move on in their jobs. However, Dr Di Napoli has 'found' a representative for most departments, with some new members joining in some of the sessions in 2006/07. Themes covered were: creativity and its enhancement in higher education, and the interface between disciplinarity and interdisciplinarity. Also, EDCs joined forces with LINKED in December 2006 to take part in a seminar given on a piece of educational research by Professor Lynn McAlpine (McGill and Oxford Universities). From feedback given by members, a thematic approach is preferred, mixed, whenever possible, with discussions on current innovation in teaching and learning in different departments/faculties. The third issue of the EDCs Newsletter will be published in Autumn 2007.

### **4.2 London Imperial College Network for Educational Development (LINKED): Co-ordinator Alison Ahearn**

LINKED continues to do well, with strong attendances at meetings: 113 staff attended 6 events. The format is established with lunch at 12.15, continuing during an informal talk by a guest speaker from 12.30-1.00pm, with 50 minutes of Q&A. Internal speakers are booked with a view to letting lecturers and educators find out what is current at Imperial. Topics included: the implications of the Bologna Treaty for teaching at Imperial; the change in Library services, facilities and staffing for the modern information era; approaches to teaching writing at Imperial and why students find it difficult?, student efforts to retain female students in science, engineering and technology; and the experience of a quantitative researcher when doing qualitative educational research. Another meeting was a combined event with the Educational Development Co-ordinators group with a guest educational researcher as speaker. The LINKED scheme is indebted to the speakers who volunteer their time and expertise. The mail list reaches approximately 300 members of staff and grows via advertising in core workshops for probationary lecturers. Many CASLAT graduates utilise the LINKED group as a means of staying in touch with educational initiatives, ideas and policy changes at Imperial, and are helpful in identifying speakers and topics for future meetings.

### **4.3 Fund for Courses and Conferences on Learning and Teaching**

*Centre Administrator: Danielle Pompeo*

In 2006-07 the Centre administered, on behalf of the College, the scheme for funding staff attendance at educational development courses and conferences. The scheme operated in the same way as in previous years with money provided, on a first come first served basis, for travel, subsistence, accommodation and registration fees, up to a maximum of £500 per person. In 2006/07 eleven applications were received and nine supported. The total amount provided was £4,147.18. Information about the scheme is available on the Centre's website and it is promoted at staff induction sessions and at a range of Centre activities.

#### 4.4 Teaching Grant Schemes

The two schemes are funded through internal and external funding and grants are awarded annually after a competitive bidding process. CED supports the schemes by having an expert co-ordinator for each scheme who holds a launch meeting, gives advice on applications, provides start-up support and runs a further meeting of grant holders to exchange ideas and progress. Three members of the Centre join the College Deans at the award meeting chaired by Professor Rees Rawlings, the Pro-Rector for Educational Quality. Grant holders produce a short report on completion and also disseminate their work in other ways, e.g. at conferences.

Tables 8 and 9 indicate the grants awarded in 2006-7 and figures 15 and 16 show the allocation of monies and numbers of grants to each Faculty. Unusually, in 2006-7 the Faculty of Natural Sciences did not receive any grants.

##### 4.4.1 Teaching Development Grants, Scheme Co-ordinator: Dave Riley

This scheme is in its ninth year and supports staff preparing to change their teaching or to enhance student learning. Eleven applications were received this year, ranging from £1,350 to £5,000, and ten awards were made (see Table 8). Final reports on the projects are due in Autumn 2007. The number of applications was down on previous years because of the grants available from the College e-Learning Committee for development projects launched in 2006.

**Table 8. Teaching Development Grant holders 2006-7**

Name	Department/Division	Project title	Budget
Dr. Ioannis Delakis	Department of Bioengineering	Development of visual aids (animation and movies) for use in an undergraduate and postgraduate course on Magnetic Resonance Imaging (MRI).	£4,850
Dr. Ali Abbas Prof. Milija Pavlovic	Department of Civil & Environmental Engineering	Development of new teaching materials for structural mechanics (on-line & lecture notes).	£5,000
Maria De Iorio Prof. Nick Best Mr. David Riley Ms. Maria Toro-Troconis Mr. Peter Wren Mr. Harry Brenton	Division of Epidemiology and Public Health, Centre for Educational Development, UMO, SORA	Statistical skills for medical data analysis and evidence based medicine.	£5,000
Dr. Debra Nestel Dr. Tanya Tierney Ms. Carmel Nolan Dr. Adrian Raby Dr. Mike Schachter Dr. Elizabeth Muir	Department of Biosurgery and Surgery Technology, Division of Surgery, Oncology, Reproductive Biology and Anaesthetics, NHLI	Involving patients in medical education: Developing patient-focused resources for learning about clinical skills.	£3,665
Dr. Maria Woloshynowych Ms. Maria Toro-Troconis Ms. Julia Cork	Department of Biosurgery and Surgery Technology, SORA	Using e-Learning to introduce patient safety to medical students on the foundation course (year 3) as preparation for the BSc in Surgery and Anaesthesia (year 4).	£4,621
Ms. Helen Tang Ms. Zhaoxia Pang	Humanities	Creation and development of supplementary teaching materials for Mandarin Chinese	£4,950
Ms. Elspeth Farrar	Careers Office	RADICLE: The research and development of an Imperial College London E-Portfolio	£5,000
Dr. Mitch Blair Dr. Suzanne Wilson	Division of Medicine	ACE: Audio-Visual Calibration tools for examiners	£1,100
Mr. Paul Allatt	ICT	Development of Training and Illustrative Materials for WebCT Campus Edition Version 6	£5,000
Ms. Jenny Higham Mr. Martin Lupton	Obstetrics and Gynaecology, SORA	Developing a successful mechanism to combine bench top pelvic examination models with simulated patients to enhance medical students' skills at performing gynaecological examination.	£2,198

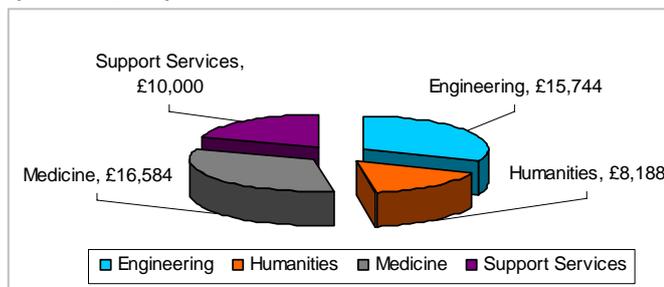
##### 4.4.2 Teaching Research Grants, Scheme Co-ordinator: Dr Roberto Di Napoli

This scheme supports staff who want to investigate issues in learning and teaching rather than carry out developmental work. Two grants were awarded this year, totalling £8,779, see Table 9. Additionally, work was resumed after maternity leave on a grant from the previous year. In Autumn 2007, an online TRG Newsletter will be launched to help with dissemination of results and to publicise the scheme. This may also act a helpful stepping stone to preparing articles for publication in education journals.

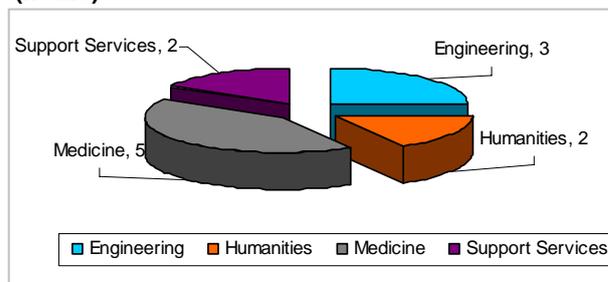
**Table 9: Teaching Research Grant holders 2006-7**

Name	Department/Division	Project title	Budget
Prof. David Stuckey Prof. Bernard Morley Ms. Heather Fry	Chemical Engineering, GSLSM, Centre for Educational Development	The changing face of the PhD and PhD Supervision	£5,894
Dr. Nick Grindle Ms. Sue Cross	Humanities, Dep. of Education & Prof. Development UCL	An inquiry into autotelic activity and student motivation in arts-based subjects on the Humanities Programme.	£3,238

**Figure 15. Grant money allocated to Faculties 2006-7 (n = £50,516)**



**Figure 16. Number of grants awarded to Faculties 2006-7 (n=120)**



## 5. Working across the College: Other Contributions to College Life

### 5.1 Fostering and Supporting E-Learning at Imperial College

Online learning and teaching has continued to become more developed and more widespread across the College. As a result, the demands for staff training are rising, as are the demands on e-learning facilities and services. These developments are addressed in the three aims of the new e-Learning strategy, namely: to enhance student learning, to develop the College's e-Learning capabilities and, to operate these efficiently. The Centre for Educational Development is closely involved in the implementation of the College's e-Learning strategies and works closely with the Chairs of the College e-Learning Committee, the e-Learning Review Committee and with staff in the Faculties and Academic Support Services.

The Centre for Educational Development continued to play a leading role in developing the College's e-learning capabilities, under its e-Learning Strategy 2006-9. It fostered the use of the College's online learning environment, WebCT, and promoted the co-ordination of activities in and between the Faculties, Humanities Programme, Graduate Schools, ICT, the Library, Careers and the Centre for Educational Development. In particular, it has contributed to the:

- professional development of academic and associated staff through learning technology workshops;
- staff familiarity with WebCT through its use in both the SLTP and CASLAT Programmes;
- selection and appointment of additional faculty learning technologists and, in ICT, a WebCT Support Manager and an e-Learning Services Manager;
- College's membership of the Association for Learning Technology (ALT) and dissemination of publicity about its conferences and training workshops: the ALT Newsletter and Journal are available electronically;
- Metric Management Committee: This oversees the integration of the Metric e-learning resources into College programmes;
- College e-Learning Committee;
- chairing of the e-Learning Committee's 'Learning Environment Working Group', which has focussed on the migration of course modules from Campus Edition 4 of WebCT to CE6.1 and subsequently to CE6.2;
- establishment of a College e-Learning Review Committee to investigate future needs and directions.

### 5.2 College Strategies

Several areas of the work of CED relate to the College's Learning and Teaching Strategy for 2006-9 and the Teaching Quality Enhancement Funds associated with it. E-learning is incorporated within the strategy. Without the TQEF funding educational development activity across the College would be considerably reduced, including some of the work of the CED. The targets associated with the LTS are managed and monitored by the LTS Management Group chaired by the Pro-Rector-EQ and of which CED is a member. In addition to helping to fulfil some of the targets CED also plays a part in developing the strategy and co-ordinating the reporting of activities to HEFCE.

### **5.3 IDEA League**

The IDEA League General Assembly granted recognition to the newly formed 'Developing Learning and Teaching Working Group'. Ms H Fry and Dr R Di Napoli attended the first meeting in Paris.

### **5.4 Membership of College Committees, Working Parties etc.**

One or more of the Centre staff sat on, chaired or administered the following:

- o Central Ethical Review Process Committee
- o Committee on Continuing Education
- o Directors of Clinical Studies meetings
- o e-learning Committee
- o e-learning Review Committee
- o EnVision 2010 (Education and Innovation Sub-group)
- o Graduate School of Life Sciences and Medicine, Academic Training Committee
- o Learning and Teaching Strategy Management Group
- o Learning Environment Working Group
- o 'Learning to Research' writing working group
- o Medical Curriculum Review Group
- o Quality and Academic Review Committee
- o Quality Assurance Advisory Committee
- o Research Staff Working Group
- o Student on line questions review group
- o Sub-Committee on Equality
- o Teaching Development /Research Grants Panel
- o Teaching Excellence Awards Panel

### **5.5 Educational Advice, Support, and Information**

Centre staff respond to requests for advice and information by telephone, e-mail and face-to-face meetings. Such requests are very welcome. They range from requests for advice about planning or delivering particular pieces of teaching, requests to observe teaching, specific queries about assessment, requests to 'decode' policy documents and similar, and, queries about educational software and introducing WebCT into a programme, especially where there is no Faculty learning technologist available.

## **6. Marks of Scholarship, Research and Recognition**

CED staff spend most of their time on the activities already mentioned in this report, but for their expertise to remain current they need to be involved in scholarly work and in activity. Four members of CED act as external examiners for one or more academic programme. CED staff also carry out occasional external consultancy work, are part of national development groups, are invited to run workshops in other institutions and organisations, and review papers for leading journals. Staff participated in a number of conferences. CED is a network partner in the University of Oxford's Centre for Excellence in Learning and Teaching, 'Preparing for Academic Practice'. Several staff are grant holders or partners in research and development projects and are also writing for publication. (See Table A3 for details of some of these activities.)



**Appendix  
CED Report 2006-7**

**Further tabulated information**

**Table A1: Ratings of the non-Medical Optional Workshops by Participants - frequency distributions**

Strand	Workshops	Number of workshops	Number of Participants	Average Number of responses	Response Rate %	Usefulness					Interest					Enjoyment					Tutor					Course Materials				
						Very High	High	Adequate	Low	Very Low	Very High	High	Adequate	Low	Very Low	Very High	High	Adequate	Low	Very Low	Very High	High	Adequate	Low	Very Low	Very High	High	Adequate	Low	Very Low
						General	Assessing Student Learning	2	40	37	93%	4	16	13	2	2	3	17	14	1	1	4	18	11	2	2	8	23	7	0
	Inspiring Reflective Learners	1	9	8	89%	0	6	2	0	0	3	3	2	0	0	3	2	3	0	0	3	3	2	0	0	3	5	0	0	0
	International Students: Understanding and Supporting Cultural Diversity	1	11	11	98%	2	8	1	0	0	4	7	0	0	0	3	8	0	0	0	8	3	0	0	0	0	8	2	0	0
	Issues and Techniques for One-off Teaching Sessions	1	8	7	88%	1	4	2	0	0	1	4	2	0	0	2	3	2	0	0	1	5	1	0	0	1	6	0	0	0
	Research and Teaching	1	6	6	100%	1	5	0	0	0	4	2	0	0	0	4	2	0	0	0	4	2	0	0	0	2	4	0	0	0
	Teaching Small Groups	4	40	38	94%	7	29	2	0	0	7	29	2	0	0	9	27	2	0	0	19	19	0	0	0	11	17	8	0	0
	Using Feedback to Enhance Learning	1	6	6	100%	4	1	1	0	0	5	1	0	0	0	5	1	0	0	0	5	1	0	0	0	5	1	0	0	0
GTA	Assessment and Marking Skills for Research Students That Teach	8	150	144	96%	43	63	33	7	1	29	63	39	7	0	24	67	49	7	0	84	58	4	0	0	53	73	17	1	0
Learning Technologies	Designing Course Modules for E-Learning	1	6	5	83%	1	2	1	1	0	2	1	2	0	0	2	1	2	0	0	3	2	0	0	0	3	1	1	0	0
	Developments in E-Learning at Imperial	3	39	31	80%	10	16	5	1	0	16	14	2	0	0	12	16	2	2	0	15	16	1	0	0	9	11	6	2	0
	WebCT 1	2	22	19	85%	6	9	4	0	0	6	10	3	0	0	5	10	4	0	0	9	8	2	0	0	8	7	2	1	0
	WebCT 2	2	26	22	86%	11	12	0	0	0	9	13	0	0	0	8	12	2	0	0	12	11	0	0	0	7	11	4	0	0
	WebCT 3	2	17	16	93%	8	7	0	0	0	9	6	1	0	0	8	4	3	1	0	11	4	1	0	0	7	7	2	0	0
Post Doc	Assisting with PhD Supervision	1	15	13	87%	4	6	3	0	0	3	9	1	0	0	1	10	2	0	0	6	6	1	0	0	2	4	7	0	0
	Starting Teaching for Postdocs 1	3	28	28	100%	10	16	2	0	0	10	16	2	0	0	11	14	3	0	0	17	11	0	0	0	8	16	4	0	0
	Starting Teaching for Postdocs at Wye	2	25	23	91%	16	7	0	0	0	20	2	1	0	0	17	6	0	0	0	21	2	0	0	0	13	7	2	0	0
	Starting Teaching for Postdocs 2	1	20	20	100%	5	14	1	0	0	5	12	3	0	0	3	12	5	0	0	13	7	0	0	0	1	16	3	0	0
	<b>Totals</b>	<b>36</b>	<b>468</b>	<b>434</b>	<b>93%</b>	<b>133</b>	<b>221</b>	<b>70</b>	<b>11</b>	<b>3</b>	<b>136</b>	<b>209</b>	<b>74</b>	<b>8</b>	<b>1</b>	<b>121</b>	<b>213</b>	<b>90</b>	<b>12</b>	<b>2</b>	<b>239</b>	<b>181</b>	<b>19</b>	<b>0</b>	<b>0</b>	<b>141</b>	<b>206</b>	<b>72</b>	<b>6</b>	<b>1</b>

**Table A2: Ratings of the Undergraduate Medicine Optional Workshops by Participants – frequency distributions**

Medical Workshops	Number of workshops	Number of Participants	Number of responses	Response Rate %	Usefulness					Interest					Enjoyment					Tutor					Course Materials				
					Very High	High	Adequate	Low	Very Low	Very High	High	Adequate	Low	Very Low	Very High	High	Adequate	Low	Very Low	Very High	High	Adequate	Low	Very Low	Very High	High	Adequate	Low	Very Low
					A Practical Introduction to Problem Based Learning	4	48	44	92%	16	24	4	0	0	18	25	1	0	0	16	21	7	0	0	29	13	2	0	0
Approaches to Teaching in Clinical Settings	3	51	44	86%	10	27	6	0	0	10	27	7	0	0	9	27	8	0	0	9	27	8	0	0	10	24	10	0	0
Approaches to Written Assessment	1	7	7	100%	6	0	0	1	0	6	1	0	0	0	6	1	0	0	0	7	0	0	0	0	4	3	0	0	0
Formative Assessment and Feedback in the Clinical Environment	3	45	26	58%	12	15	0	0	0	11	13	2	0	0	10	15	1	0	0	16	11	0	0	0	7	16	2	0	0
Improving and Enhancing Facilitation Skills for PBL	1	12	11	88%	4	7	0	0	0	4	7	0	0	0	5	6	0	0	0	5	5	0	0	0	5	3	2	0	0
Introduction to Clinical Teaching	4	73	35	48%	8	22	5	0	0	10	21	5	0	0	6	22	7	0	0	18	13	4	0	0	5	22	6	0	0
Teaching & Assessing Practical Clinical Skills	1	10	9	90%	4	5	0	0	0	4	5	0	0	0	7	2	0	0	0	7	2	0	0	0	5	4	0	0	0
Teaching & Training in the Faculty of Medicine	3	58	50	86%	15	33	3	0	0	12	20	17	1	0	20	26	3	0	0	24	21	4	0	0	14	25	11	0	0
<b>Totals</b>	<b>20</b>	<b>304</b>	<b>225</b>	<b>74%</b>	<b>75</b>	<b>133</b>	<b>18</b>	<b>1</b>	<b>0</b>	<b>75</b>	<b>119</b>	<b>32</b>	<b>1</b>	<b>0</b>	<b>79</b>	<b>120</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>115</b>	<b>92</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>66</b>	<b>121</b>	<b>36</b>	<b>0</b>	<b>0</b>

**Table A3: Scholarly activity in CED, 2006-7**

<p><b>Alison Ahearn</b></p> <ul style="list-style-type: none"> <li>○ <b>Ahearn, A</b> 'Teaching Information Literacy' <i>Guest Editorial</i> for the <i>Journal of Information Literacy</i>, 11(2), July 2007, published for the Chartered Institute of Librarians and Information Professionals on open access. <a href="http://jil.lboro.ac.uk/ojs/index.php/JIL/article/view/GuestEditorial-V1-112-2007">http://jil.lboro.ac.uk/ojs/index.php/JIL/article/view/GuestEditorial-V1-112-2007</a></li> <li>○ <b>Ahearn, A.</b>, Broadbent, O., Collins, J. and Spentza, E. (2007) 'Being an undergraduate student in the twenty-first century', <i>book chapter</i> in Barnett, R. and Di Napoli, R. (eds). <i>Changing Identities in Higher Education: Voicing Perspectives</i>. London: Routledge</li> <li>○ UK Resource Centre for Women in SET', <b>Ahearn, A</b> with City and Guilds Union representatives, <i>grant</i> DTi and DFES Women in SET project</li> <li>○ 'Antiplagiarism', Boden, D and <b>Ahearn, A</b>, <i>Imperial Teaching Development Grant</i> (2006-2007)</li> <li>○ Constructionarium, <i>funding (in kind)</i>, John Doyle Construction, Expedition Engineering Ltd, 2007</li> <li>○ <i>National Workshop</i> on Constructionarium Teaching held at Imperial College London Department of Civil and Environmental Engineering December 2006 for Constructionarium Ltd National Steering Committee</li> <li>○ <i>Consultative and advisory work</i> with universities re Constructionarium teaching, commissioned by the National Steering Committee, Constructionarium Ltd</li> <li>○ <i>Consultative and advisory work</i> with The Welsh Highland Railway Women's Project with the Imperial College Railway Society and the Welsh Highland Railway Society, with the UK Resource Centre for Women in SET (2007)</li> <li>○ The OLIVIA <i>Teaching Pack and Roadshow</i>, Boden, D and <b>Ahearn, A</b> presented at various universities in 2006-7.</li> <li>○ <i>Teacher's pack</i> for Constructionarium lecturers', <b>Ahearn, A</b>, Naessens R and Popo-Ola, <i>grant</i> Centre for Education in the Built Environment, 2007</li> </ul>
<p><b>Kirsten Dalrymple</b></p> <ul style="list-style-type: none"> <li>○ <b>Dalrymple KR</b>, Wuenschell C, Shuler CF. 'Development and implementation of a comprehensive faculty development program in PBL core skills' <i>paper in</i> J Dent Educ. 2006 Sep;70(9):948-55</li> <li>○ <b>Dalrymple KR</b>, Wuenschell C, Rosenblum A, Paine M, Crowe D, von Bergmann HC, Wong S, Bradford MS, Shuler CF 'PBL core skills faculty development workshop 1: An experiential exercise with the PBL process' <i>paper in</i> J Dent Educ. 2007 Feb;71(2):249-59</li> <li>○ Wuenschell CW, <b>Dalrymple KR</b>, Shuler CF. 'PBL core skills faculty development workshop 2: Training faculty in group learning facilitation skills through role-modeling and role-play activities', <i>paper in</i> J Dent Educ. 2007 May;71(5):606-18</li> </ul>
<p><b>Roberto Di Napoli</b></p> <ul style="list-style-type: none"> <li>○ Barnett, R. and <b>Di Napoli, R.</b> (eds) (2007). '<i>Changing Identities in Higher Education: Voicing Perspectives</i>' <i>Book</i>, London: Routledge</li> <li>○ University of Alicante (Spain). <i>Invited seminar</i> on 'Current changes in the English higher education system', October 2006</li> <li>○ 'Bringing things together: a model of the university as a model for reflective enquiry in doctoral supervisions', <i>Paper</i> given at the first CETL Conference (Centre for Excellence in Teaching and Learning), Preparing for Academic Practice, Oxford, December 2006</li> <li>○ University of Zaragoza (Spain). <i>Invited seminar</i> on 'Changing teaching methodologies in higher education', February 2007</li> <li>○ University of Barcelona (Spain). <i>Invited seminar</i> on 'Communicating Knowledge', March 2007</li> <li>○ Fry, H and <b>Di Napoli, R.</b> 'The link between teaching and research' <i>seminar</i>, IDEA League meeting, Paris, May 2007</li> <li>○ '<i>Entering a community of practice: the acculturation of international postgraduates</i>', Borg, M, Di Napoli, R Fry, H, Walsh, E, <i>grant</i> from Academic Practice CETL, 2007-8</li> </ul>
<p><b>Heather Fry</b></p> <ul style="list-style-type: none"> <li>○ <b>Fry, H</b> 'Professional development for teaching in higher education: a brief account of the evolution of accredited programmes in the UK', <i>paper in</i>, <i>Zeitschrift für Hochschulentwicklung</i> (2006), 1Nr.2 (ZFHE), <a href="http://zfhe.at">http://zfhe.at</a> (last accessed 12.01.07)</li> <li>○ <b>Fry H</b>, Pearce, R, Bright, H 'Re-working Resource based learning – a case study from a Master's programme' <i>paper in</i>, <i>Innovations in Education and Teaching International</i> 44(1), (2007) 79-91</li> <li>○ <b>Fry, H</b> and Dorman, T, Opening plenary research session at Association for Medical Education (ASME) Annual Scientific Meeting, Aberdeen, September 2006, (<i>Invited joint discussants</i>)</li> <li>○ <b>Fry, H</b> and Kneebone, K 'Mastering Surgical Education', ASME Annual Scientific Meeting, Aberdeen, September 2006 (<i>abstract, poster and short talk</i>)</li> <li>○ <b>Fry, H</b> 'Recognition and Accreditation of Educational Expertise', at Royal College of Surgeons of England first Annual Education Conference, London, September 2006, (<i>invited opening plenary</i>)</li> <li>○ <b>Fry H</b> 'Connecting Worlds: the convergence of goals of university professors, faculty development and institutional educational policy', at 'Educational Enhancement and Barcelona Forum', University of Barcelona, May 2007, (<i>invited plenary paper</i>)</li> <li>○ <b>Fry H</b> 'Educational Teams: teaching in a different way', at 'Educational Enhancement and Barcelona Forum', University of Barcelona, May 2007, (<i>invited plenary paper</i>)</li> <li>○ <b>Fry, H</b> and Di Napoli, R, 'The link between teaching and research' <i>seminar</i>, IDEA League meeting, Paris, May 2007</li> <li>○ McAlpine, L and <b>Fry H</b> 'Early career academics: the CETL on Preparing for Academic Practice' at the Standing Conference on Academic Practice, July 2007 (<i>seminar</i>)</li> <li>○ <i>Scientific committee</i>, Second Royal College of Surgeons of England Education Conference, 2007</li> <li>○ '<i>The Changing face of the PhD and PhD supervision</i>', Stuckey, D, Morley, B, <b>Fry H</b>, <i>Imperial Teaching Research Grant</i>, 2006-7</li> <li>○ '<i>Entering a community of practice: the acculturation of international postgraduates</i>', Borg, M, Di Napoli, <b>R Fry, H</b>, Walsh, E, <i>grant</i> from Academic Practice CETL, 2007-8</li> <li>○ <i>Elected representative</i> Higher Education Academy Council</li> <li>○ <i>Member</i> Education Research Group, Association for the Study of Medical Education</li> <li>○ <i>Member</i> of the Advisory Group for Leadership Foundation Fellow Project on 'Managing Teaching Performance', 2006-7, Queen Mary University of London</li> </ul>

**Frank Harrison**

- 'Developing teaching skills in medical education: peer assisted learning in patient-centred interviewing' Tanya Tierney, Debra Nestel and **Frank Harrison**. *Communication* given to the International Conference on Communication in Healthcare, Basel, Switzerland September 2006
- 'Developing teaching skills in medical students: peer assisted learning in patient centred interviewing' T Tierney, D Nestel and **F Harrison**. Poster at the Association for Medical Education in Europe Annual Conference, Genoa, Italy, September 2006
- 'Developing teaching skills in medical students' Tanya Tierney, Debra Nestel and **Frank Harrison**, *paper in Medicine, Dentistry and Veterinary Medicine Subject Centre Newsletter* 01.13, 26-28

**Martyn Kingsbury**

- M Kingsbury & A Hawksworth The Imperial College Undergraduate Research Opportunities Program. *Paper at: Bringing Research & Teaching Together*, HEA meeting, 24 November 2006, London
- Joanne S Lymn & Martyn P Kingsbury 'Cross-disciplinary use of a 'resource-light' PBL scenario to promote knowledge integration critical for prescribing'. *Paper at: Creativity or conformity? Building cultures of creativity in higher education*. Cardiff 8-10 January 2007
- Joanne Lymn & Martyn Kingsbury Cross-disciplinary use of a Problem Based Learning scenario to promote knowledge integration critical for prescribing – Reflections on the differences and similarities between non-medical prescribers and medical students. *Paper presented at: University of Nottingham School of Nursing 'Research Café'* 26 January 2007
- NHS Institute for Innovation and Improvement Training Modules, Phase 2 Project, *Steering Group*
- *Chair* of the 'UK Japan Society for the Promotion of Science (JSPS) Alumni Association'

**Dave Riley**

- 'Threshold Concepts, Troublesome Learning and the GEES Disciplines', *paper*, in *Planet: The magazine of the GEES Subject Centre*, 17, 14-15, December 2006. URL: <http://www.gees.ac.uk/planet/p17/dr.pdf>
- Educational Technology and Practice: Types and Timescales of Change', **Riley D**, *paper*, in *Educational Technology & Society*, 10(1) 85-93. January 2007, URL: <http://www.ifets.info/issues.php?id=34> .

