



# Teaching & Learning at the University of Nottingham



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# Outline

1. The UK Context
2. The University of Nottingham Context
3. Structures for Support
4. Transforming Teaching
5. Summary and questions

# 1. The UK Context

- Teaching and learning has always been a key part of the work of UK universities
- However, it is now a major focus for higher education policy – why?
- Major reasons lie in maintaining global competitiveness and the increase in the contributions student make to funding their studies

# 1. The UK Context

The Dearing Report (1997) and the Browne Review (2010) saw fees increase:

- 1999 - £1000 per annum
- 2006 - £3000 per annum
- 2012 – up to £9000 per annum

# 1. The UK Context

Greater scrutiny and monitoring of teaching and learning including:

- National Student Survey (NSS), employment data, contact hours – creating
- Key Information Sets ([KIS](#))

# 1. The UK Context

Also, a major recommendation from the Dearing Report (1997) was to ensure all academic staff undertook some form of training to be teachers as part of their role

Thus UK universities needed to respond to this changing environment but how they do so varies across the sector and there is no single route that could/should be taken.

## 2. The University of Nottingham Context

- Teaching has a high profile in the [University Plan](#)
- Students are at the centre of what we do
- Excellence in teaching is a key aim
  - Teaching is considered in all promotions
  - Lord Dearing Awards & [Student Union “Oscars”](#)
- Internal support for teaching innovation
- Investment in new teaching spaces and technologies



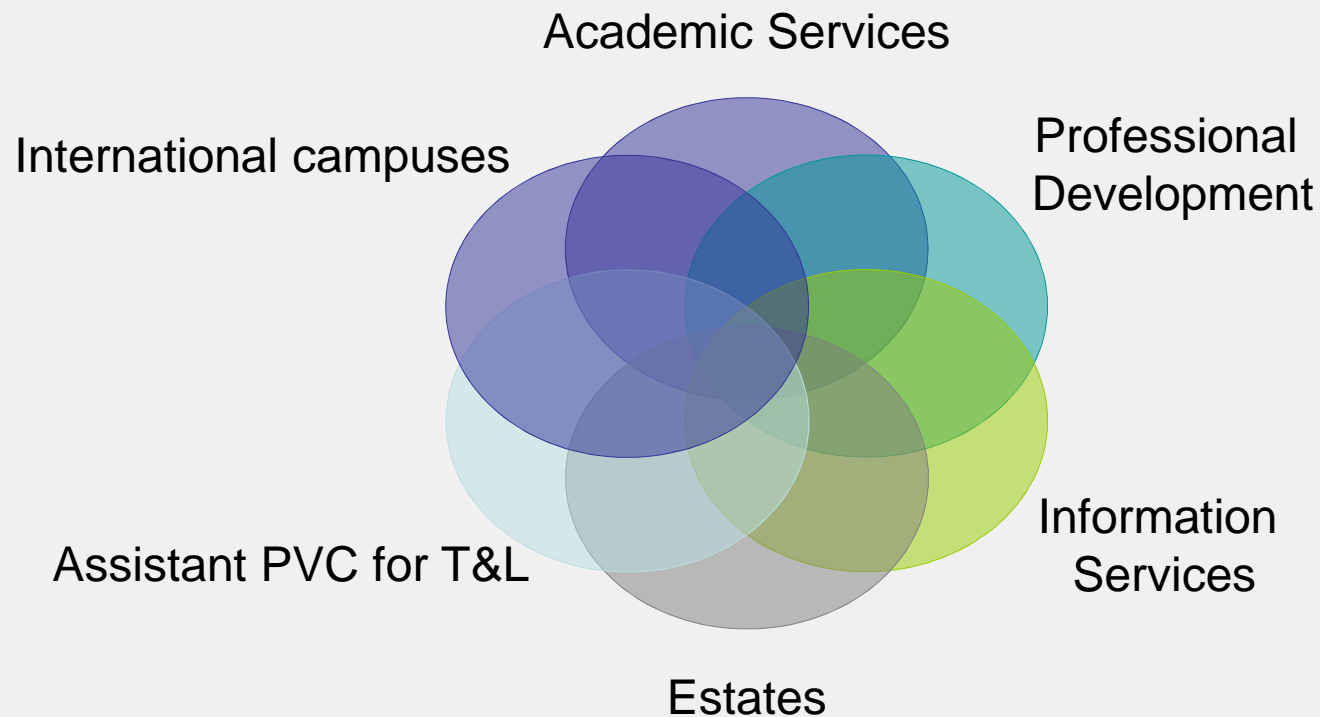
## Underpinned by:

- Listening to our students
- Emphasising employability
- Creating a high quality learning environment:
  - Encouraging and supporting staff
  - Being innovative
  - Developing outstanding facilities
  - Being co-ordinated and efficient

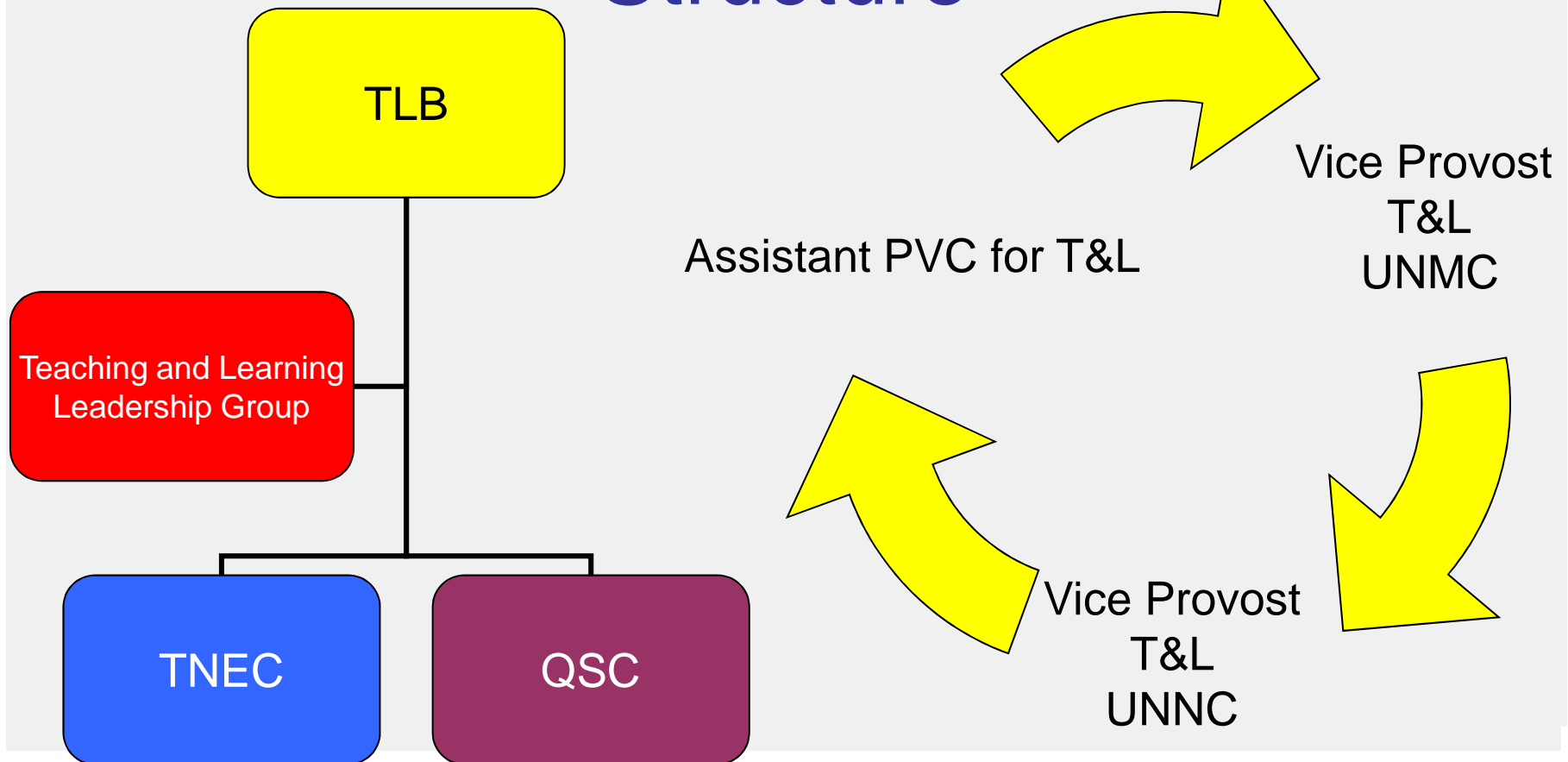


# 3. Structures for Support

## Alignment of Teaching Systems



# Teaching and Learning Board (TLB) Structure



# Main Support

## Teaching and Learning Directorate

Operation and policy

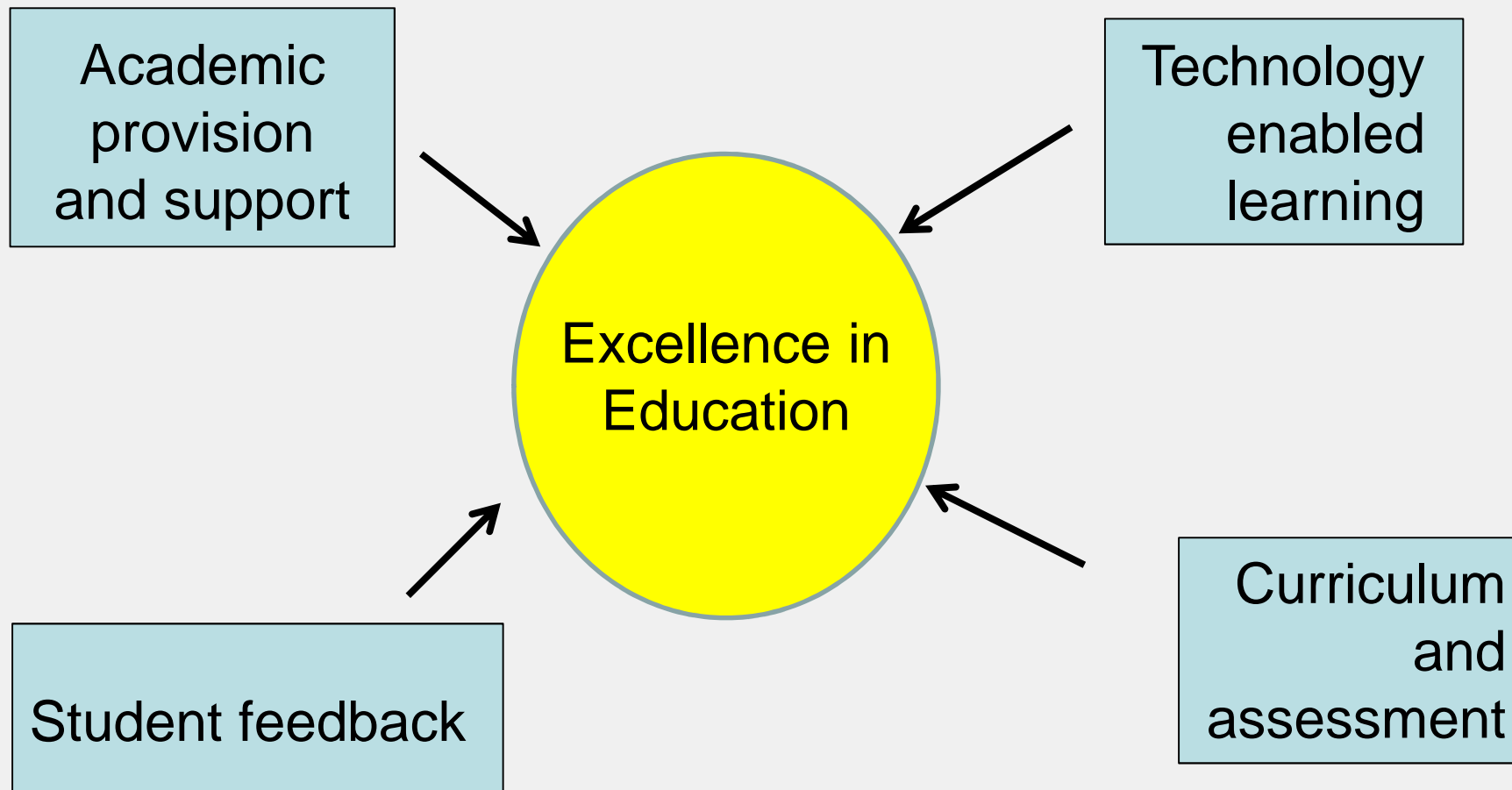
## Libraries, Research & Learning Resources Division

Library resources and e-learning

## Professional Development

PGCHE, School/individual development

# Focus of Activities





# Academic Provision and Support

Key aspect is transition – into, during and out of the University which requires a focus on:

- Studying effectively
- Tutoring support - STN
- Contact hours
- Improving teaching quality



# Curriculum and Assessment

Focus on what we offer in our courses, what they deliver for our students and how they are assessed:

- Employability(e.g. Nottingham Advantage Award)
- Internationalisation, sustainability and diversity
- Assessment forms and summative/formative diet
- Volume of activity



# Technology-Enabled Learning

Utilising technology to enhance the face-to-face on-campus experience but also to explore, where appropriate, the creation of distance learning courses

- Distance learning
- Technology in the classroom and beyond (e.g. Evaluate)
- Digital information resources
- Virtual Learning Environment (Moodle)
- MOOCs and NOOCs

# Technology Enabled Learning

## Potential to address:

- Blended learning
- Flipped classrooms
- Interactivity – ‘clickers’/lecture tools etc.
- Creative assessments
- Personalised feedback
- Curriculum changes
- Administration/workload





Open Nottingham

Knowledge without borders

<http://unow.nottingham.ac.uk/>

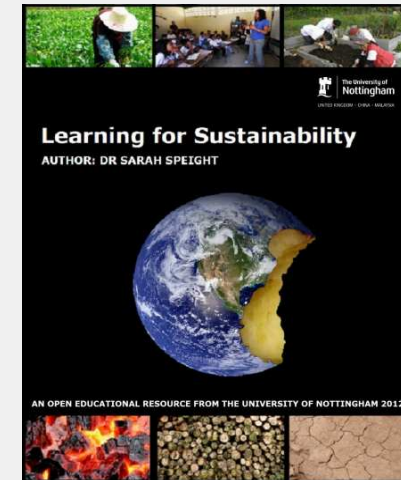


The University of  
Nottingham

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# NOOCs and MOOCs

- Nottingham Open Online Course (NOOC) launched February 2013
- 825+ enrolled; 45%+ from UNNC
- 140 students gained NAA credit
- FutureLearn and MOOCs





# Technology and Teaching



# Student Feedback

Student engagement is a vital part of informing what we do and it takes many forms:

- National Student Survey (NSS)
- Student Evaluation of teaching and modules
- Learning Community Fora

# Staff

- All new staff must take our Post Graduate Certificate in Higher Education (PGCHE)
- Lord Dearing Awards to recognise staff
- Student Oscars reflect excellence too
- Currently have 5 National Teaching Fellows awarded by the Higher Education Academy (HEA)
- Promoting staff on the basis of teaching alone

# Infrastructure

Investment in teaching and learning facilities but ensuring we maximise the value of current and new estate





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## 4. Transforming Teaching

Aim is make a step change in what we do to put us on the path for 2020

Four year programme (2013-17) focussing on

- Curriculum
  - Delivery
  - Assessment
- Strong emphasis on technology enabled learning
  - Support teams to work intensively with each School
  - Ties to teaching review process





## 5. Summary and Questions

- Greater focus on teaching and learning in HE at the national level
- Maintaining excellence in teaching is key to the future success at the University of Nottingham
- Strong emphasis on face-to-face learning but supported by technology
- Focus on students, staff and the environment