**Abstracts for ScotELAs Meeting – Summer 2019**

**Title: ‘Pushin' Forward Back’: professional development, autoethnography, and me (a work in progress)**

Dr Alex Cuthbert, University of Strathclyde

**Keywords:** autoethnography; professional development; reflective practice.

At Strathclyde, we are currently planning for the launch of a new Learner Development Service in 2020. The service will draw together Study Skills and the Maths Skills Support Centre in a unified teaching and learning space within a newly designed student and professional services complex. The planning for this service coincided with my application to the Certified Leading Practitioner accreditation scheme run by the Association for Learning Development in Higher Education (ALDinHE) and has required me to review my past and current practices in detail while also looking ahead to what opportunities (and, no doubt, challenges) the future may bring. Drawing upon the experience of colleagues from Glasgow Caledonia University through the ScotELAs mentoring scheme, the CeLP application process, and my engagement with professional autoethnography, this paper outlines how these opportunities for reflection have underlined the need to protect the freedom of movement (physical, intellectual, and temporal) for current and future learners.

**Title: Graduate Apprenticeships: Meeting the demands of the changing marketplace**

Dr Liam Waldron, Robert Gordon University

**Keywords**: Work-based learning, Graduate Apprentice, Success Coach

Traditionally, education and training were often divorced from the realities of the workplace with one taking place independently of the other. In the past, the student entered the workplace only having first graduated from the university. However, in reality, a lot of learning actually takes place via what is known as work-based learning, defined as that which is ‘learned by working – not reading about work, or observing work, but actually undertaking work activities’ (Helyer 2015 p.2).

In HE, work-based learning courses, underpinned by formal agreements between educational institutions, employers and students, are developed in order to formalise the integration of subject and professional knowledge and skills in order to achieve course learning outcomes.

Graduate Apprenticeships (GAs) are an innovative route to degree qualification making extensive use of integrated work-based learning. Robert Gordon University’s Graduate Apprenticeship scheme drives learners to become reflective practitioners, ensuring that the professional practice of learners is informed and enhanced by expert technical and theoretical knowledge in order to produce graduates equipped with valuable skills and knowledge necessary for the rapidly changing marketplace.

In RGU, the role of Graduate Apprenticeship Success Coach was developed in order to provide additional academic and pastoral support to the Graduate Apprentices.

This presentation will provide an outline of RGU’s approach and explore the role of the Success Coach in the GA scheme.

# **Title: Less is more: Study resources and diverse needs Teaching practice**

Dr Kay Williams, University of Edinburgh

**Keywords:** online; resources; reimagined

The IAD’s student-facing learning resources had grown over a period of years in a way that was making it difficult for students to find what they were looking for quickly. The existing audience divide between undergraduate and taught postgraduate wasn’t really working given the diverse starting points of our taught students. The labels used didn’t always signpost clearly ‘a set of study skills resources’ from a student perspective. Moreover, some content was less well used and other content was effectively duplicated. Consolidation and streamlining was needed to make it easier for students to navigate and for us to update it. Ideally we wanted a more integrated offer.

This short talk will cover:

* The creation of our new brand identity for our online resources, the choices we’ve made about location, making the resources open and the choice of platform/tools.
* How we have adapted and repackaged the best of what we already have.
* How we’re starting to use students as partners and where this might go in future.

We’d welcome suggestions from members about what else we could do and innovative ways to reach our audience.

**Title: Virtual one-to-one effective learning appointments at Queen Margaret University**

Dr Clare Brown, Queen Margaret University

**Keywords:** virtual classroom, off-campus students, one-to-one consultations

The Effective Learning Service (ELS) at Queen Margaret University will soon offer virtual one-to-one consultations to off-campus students. This paper begins by outlining how the changing needs of students make more flexible and innovative provision of advice increasingly important, drawing on evidence including the results of recent ELS surveys. As ELS staff are aware that there should not be an assumption that technology is ‘the answer’, these needs will be considered in the context of current provision, including existing email consultations, before a case is made for the extension and diversification of remote access to ELS services. It is proposed that the introduction of video-linked appointments through Blackboard Collaborate offers a potentially useful and effective approach to one-to-one learning where physical face-to-face meetings are not possible. However, the need to proceed in a considered and evidence-driven manner, with ongoing and meaningful evaluation, is also emphasised.

**Title: My Web Pages (The Bites looked so much older then, they’re younger than that now)**

Dr Gordon Spark, University of Dundee and Dr Tom Cunningham, University of Stirling (formerly University of Dundee)

**Keywords:** collaboration; online learners; changing approach

This paper explores how Academic Skills Tutors at Dundee have adapted and supplemented existing resources and materials to meet changing student expectations and growing diversity across the institution. It traces the development of the ‘Bites’ series of online resources as a lens for exploring issues of collaboration, new ways of working and managing projects, and the shifting demands on our resource posed by an increasingly ‘online learner’-oriented environment.

The presentation will involve a demonstration of the original Exam Bites, as well as the more recent [Essay Bites](https://sites.dundee.ac.uk/my-dundee-guides/students/essaybites/) and [Revision Bites](https://sites.dundee.ac.uk/my-dundee-guides/students/revision-bites-introduction/) resources, which were produced in collaboration with our colleagues in the Centre for Technology and Innovation in Learning (CTIL), and a brief outline of Referencing Bites, which is currently in development and expands the collaborative approach to include colleagues from the Library and Learning Centre, the School of Medicine, and the School of Education & Social Work, as well as our partners in CTIL.

**Title: Interactive and reliable academic skills resources for distance learners, a beta test**

Dr Angus Sutherland, Napier University

With state funding squeezed, universities are increasingly looking to distance learning programmes as a means of generating more revenue, and Edinburgh Napier University (ENU) is no exception. In addition, for students in more 'traditional' contact-based programmes, classroom time is typically much less than it has been, meaning that lecturers are less wont to make accommodations for things like academic skills advice. What's more, with part-time work, childcare, extracurricular activities and social lives, many students are unwilling to attend non-compulsory sessions. This combination of factors means that it is important for universities to provide alternative means of accessing reliable and engaging academic skills advice. With that in mind, teachers in ENU's Global Online business programmes have asked the university's Academic Skills team to provide an updated slate of academic skills resources to be based on Moodle, with a particular focus on interactivity. I will provide a brief introduction to my remit and hopes for these resources, then ask attendees to act as 'beta testers' of the (draft) referencing section. The last part of the session will involve the sharing of responses and suggestions.