

University Teaching Awards: Innovation in Learning & Teaching

Past winners - Examples of Work

Past winners have designed new ways of teaching a range of topics in various disciplines.

The **2011** winner was successful in raising the external profile of the University's Department of Architecture & Civil Engineering through a wholesale restructuring of the BSc in General Architectural Studies. Furthermore, the winner obtained outstanding student feedback following their transformation of the Master of Architecture degree programme. It is already widely acknowledged by Departmental colleagues that the approval of this new style MArch programme represents a national breakthrough for architectural education.

The **2008** winner introduced a range of teaching strategies in units in Biology and Biochemistry. These included a blended learning approach to teach DNA replication, damage and repair in cancer biology, to large classes, which incorporated an interactive, online tutorial to help conceptualize complex cellular processes and encourage deeper learning. This was supported by self-test quizzes, small-group workshops, references and printable notes. Innovative arrangements were also introduced for final year projects for biochemistry students which were designed to maximise resources without compromising academic learning, while also providing a means for developing key skills in biosciences.

The **2007** winner developed a game-based learning tool to teach Engineering Dynamics. This required students to design a racing car and was supported by questionnaires before and after the learning exercise to assess prior knowledge and measure progress. It also incorporated the use of discussion fora and required the writing of a laboratory report on the vehicle design and test activity, which helped develop technical writing skills. The exercise culminated in a virtual "race" which provided a clear motivation and focus for the work.

The **2006** winner developed multi-sensorial approaches to teaching Law Units to Social Work students. This required analysing the learning styles of the group and developing a range of analogies to aid comprehension of legal concepts; arranging visits to Magistrates' and Crown Courts; using PowerPoint with video clips; increasing the use of case studies in the Unit; using colour in learning materials and case studies to assist recall. The assessment of the Units was revised to include more case scenarios to test knowledge about how the law works in practice.

The **2005** joint winners worked together to re-engineer the MSc in Sport and Exercise Medicine. Their blended learning solution was grounded in the theory of communities of practice, activity-based learning and reflective practice. Their design integrated knowledge and the professional experience of the learners (doctors, mainly GPs) through collaborative activity-based learning. The delivery of the programme involved using the Virtual Learning Environment, Moodle, which required careful consideration of the mode of communication and presentation of content, and the preparation of staff development activities, to inform learner support roles.