



UNIVERSITY OF
CAMBRIDGE

Cambridge Centre for
Teaching and Learning

Programme



Cambridge Teaching Forum

Newnham College, University of Cambridge

Friday 22 March 2019

Twitter

The Twitter hashtag for this event is #CCTL2019

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Health and safety

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Dietary requirements

The catering for this event has been organised in response to the dietary requests submitted at registration, and is suitable for vegetarians. Vegan and gluten-free options have been provided on request. If you have any questions, please speak to a member of the catering team.

WELCOME

We are very pleased to welcome you to the fourth annual Cambridge Teaching Forum. As always, the forum aims to provide a stimulating environment for Cambridge staff to learn about innovative approaches to higher education in Cambridge, meet colleagues and share ideas, and to consider some of the hot topics in higher education in Cambridge, nationally and internationally.

This year, our programme begins with the Senior Pro-Vice-Chancellor for Education, Professor Graham Virgo, reflecting on some salient challenges, opportunities and priorities which are informing the Collegiate University's new Education Strategy. Our first panel of staff and students continue debates on 'inclusion', in particular teasing out implications for individuals and for institutions. Four short parallel sessions provide opportunities to hear from Cambridge staff about projects and perspectives on improving education. Our guest contributor, Dr Naomi Winstone (University of Surrey), speaks about her research into how students respond to feedback and shares a toolkit of resources to support students in developing 'recipience skills'. Our second panel of staff and students address questions of formative assessment and feedback from a range of distinct perspectives. Professor Virgo's concluding address closes the programme.

We hope that many of you will be able to stay on after the formal close of the programme to continue conversations in the comfort of Newnham's Dorothy Garrod Building.

AGENDA

| | | |
|---------------|---|---|
| 10.30 - 11.00 | Registration & coffee: outside the Cynthia Beerbower Room | |
| 11.00 - 11.05 | Welcome and housekeeping | |
| 11.05 - 11.30 | Opening address: Senior Pro-Vice-Chancellor for Education, Professor Graham Virgo <i>Cambridge Education: Challenges, opportunities and priorities</i> | |
| 11.30 - 12.10 | <p>Panel: <i>Inclusive teaching and learning practices: Implications for individuals and institutions</i></p> <ul style="list-style-type: none"> • John Harding (Disability Resource Centre) <i>Inclusive teaching and learning in practice: what does it actually mean?</i> • Howard Chae (undergraduate, History) <i>Students leading change: decolonising the curriculum to create inclusive learning environments</i> • Ana Mocanu (PhD student, Education) <i>Framing views of inclusion in contemporary Higher Education: some intercultural pedagogical perspectives</i> • Dr Alison Wood (Homerton College) <i>Academic citizenship for the future university</i> <p>Cynthia Beerbower Room</p> | |
| 12.15 - 12.35 | <p>David Marshall (FutureLib) <i>The Cambridge Student Learning Journey: Key insights from Cambridge University Libraries' FutureLib research</i></p> <p>Cynthia Beerbower Room</p> | <p>Dr John Williams (Linguistics) & Rupert Brown (Engineering) <i>The Essay Writing Toolkit in Linguistics</i> (a Teaching and Learning Innovation Fund project)</p> <p>Sidgwick Hall</p> |
| 12.35 - 1.15 | Lunch: Clough Dining Hall | |
| 1.15 - 1.35 | <p>Dr Riikka Hofmann (Education) <i>Facilitating change in inclusive pedagogic practice in higher education: the three ways of educational research</i></p> <p>Cynthia Beerbower Room</p> | <p>Elizabeth Tilley (University Libraries) <i>When the stars align: three case studies of how Cambridge libraries support inclusive student learning</i></p> <p>Sidgwick Hall</p> |
| 1.40 - 2.10 | <p>Guest Speaker: Dr Naomi Winstone, University of Surrey <i>From transmission to transformation: Maximising student engagement with feedback</i></p> <p>Cynthia Beerbower Room</p> | |
| 2.10 - 2.50 | <p>Panel: <i>Formative Assessment & Feedback: What is working?</i></p> <ul style="list-style-type: none"> • Matt Kite (CUSU) <i>Feedback from students: Student academic representation</i> • Dr Ayesha Ahmed (Education) <i>Building formative assessment into a Masters' Programme</i> • Dr Sofia Ropek Hewson (Graduate Union) <i>Feedback and power imbalances: Postgraduate student and supervisor relationship</i> • Dr Naomi Winstone (University of Surrey) <p>Cynthia Beerbower Room</p> | |
| 2.50 - 3.00 | Closing address: Professor Graham Virgo | |

MORNING PANEL

Cynthia Beerbower Room, 11.30am -12.10pm

Inclusive Practices: implications for the individual and the institution

This panel of student and staff have been invited to give short presentations on the implications of the University's commitment to inclusivity, from their varied perspectives. They will discuss their own experiences of integrating inclusive approaches into their different learning and teaching approaches. The broad questions addressed across the panel include:

- "Inclusion" is generally accepted as a positive principle, but what does it look like in practice?
- What does inclusion mean for us individually and collectively?
- How might we address the tensions between inclusion and academic excellence at a highly selective university?

Panellists

John Harding, Disability Resource Centre

Howard Chae, Undergraduate student, History

Ana Mocanu, PhD student, Education

Dr Alison Wood, Homerton College

John Harding

Inclusive teaching and learning in practice: what does it actually mean?

Abstract

Following his talk last year about the principles of inclusive teaching and learning and of universal design for learning, John will concentrate this year on some practical examples of inclusive practice (with a focus on disabled students) which are already happening in Cambridge. Professor Christine Hockings' 2010 paper highlighted that for progress to be made in developing inclusive teaching and learning practice, institutions need to define what this means in their own specific context and culture, a view reinforced within the guidance on these matters from the Department for Education (2017). The examples which John will briefly review may help to develop this understanding.

References:

- Department for Education (DfE). (2017). *Inclusive teaching and learning in higher education as a route to excellence*.
- Hockings . C. (2010) *Inclusive learning and teaching in higher education: a synthesis of research*. EvidenceNet. HEA: York.

Biography

John Harding (BA (hons), MA, PGCE, PGDip (SpLD) has been the Head of the Disability Resource Centre (DRC) at the University of Cambridge since 2008. John has worked as a practitioner and managed teams of specialists in the field of disability support in both further and higher education for over twenty years. He is also a Director of the National Association of Disability Practitioners (NADP), Secretary of the University's Committee on Accessibility and a member of the CCTL Steering Committee. John is a fellow at Queens' College, Cambridge. John is currently studying for his Doctorate in Education (EdD) at the Faculty of Education, University of Cambridge, with a focus on the role of assistive technology in inclusive teaching and learning.

Howard Y. H. Chae

Students leading change: decolonising the curriculum to create inclusive learning environments

Abstract

I would like to consider what ‘inclusive teaching practices’ mean in terms of creating learning environments that are racially- and culturally-inclusive. There has recently been a lot of interest in students’ efforts to ‘decolonise’ their curriculum. These efforts haven’t been limited to diversifying reading lists to include more thinkers and writers of colour — students want a curriculum that demands critical engagement with the legacies of colonialism and imperialism. I would like to reflect on how students have been working both amongst themselves and with staff to envision and put into practice such learning environments. I would also like to consider how this relates to faculties’ efforts to address the underrepresentation of BME students and staff in universities (e.g. the Royal Historical Society’s *Race, Ethnicity & Equality Report*: <http://royalhistsoc.org/racereport/>).

Biography

Howard Chae is a final-year undergraduate studying History at the University of Cambridge. He has been active in the Student Union’s BME Campaign, which represents and advocates on behalf of students of colour at the Cambridge. He was also the previous Undergraduate Representative to the Faculty Board of History, and has been involved in decolonising efforts.

Ana Mocanu

Framing views of inclusion in contemporary Higher Education: some intercultural, pedagogical perspectives

Abstract

The global/ international trends and changes in Higher Education call for a deeper, more robust interrogation of the ways in which cultural diversity has implications for academics' pedagogic thinking and practices across disciplines. One way of tackling this is by taking *the intercultural* as a (critical) paradigm for thinking cultural diversity, and exploring with it a set of conceptual and practice-based resources to advance understandings of teaching and learning in internationalised academic settings. With these matters being placed at the heart of my current doctoral research, some emergent, empirical findings reveal that *inclusion* is a central, conceptual component in the development of an intercultural, pedagogic device. This presentation will outline some views that take *inclusion as a form of dialogue, a strategic performance, and/or a changing habit*, and show how they urge for a critical pause in questioning what it means to teach with a vision of inclusion in the 21st Century. They also aim to serve as innovative venues for considering *inclusion* a tool for reflection that carries epistemological and ontological implications from within the craft of teaching itself, up to the making of the Teaching Excellence Framework, and other policies that bring cultural diversity into focus.

Biography

Ana Mocanu is a doctoral researcher in her final year at the Faculty of Education, University of Cambridge, UK. Her PhD study, and broader academic expertise, deeply concern the production and exchange of (cultural) knowledges, and ways of thinking and (en)acting complexities of cultural diversity under a critical intercultural paradigm set in HE teaching and learning, along with the global and international politics surrounding it. Anna is also a poet, and she supervises undergraduate students on three Education and Sociology modules.

Dr Alison Wood

Academic citizenship for the future university

Abstract

The social contract between Universities and the major forces of state, power, and cash, is being rewritten: via legislation, the digital, a revolution in expectations, and an increasing complexity of relationships between private, public and third-space institutions. I am persuaded that we - the people in Universities - must help lead that re-writing. Extending the idea of academic citizenship might be one way to help us do this difficult work. Particularly our scholarly and personal efforts to take in the conditions of possibility for knowledge, teaching, and understanding; and to offer more apt versions of those conditions, persuasively and quickly. The notion of citizenship can be an effective method for understanding and managing the relationships that define our sector, particularly in terms of affinity, cooperation, and competition - and it has substantial implications for our individual and collective life.

Biography

Alison directs Homerton Changemakers, a pioneering programme equipping students to become bold, wise agents of change in the world. Research-led and pragmatic, the programme offers students opportunities to develop purpose-led leadership, deeper knowledge of themselves, and the skills to turn great ideas into sustainable realities. Drawing on the expertise of the University and beyond Changemakers will launch in Spring 2019. Before joining Homerton Alison was the Mellon/Newton Interdisciplinary Post-Doctoral Research Fellow at CRASSH (Centre for Research in Arts, Social Sciences and Humanities) at the University of Cambridge (2013-2018); and a Research Associate in the Faculties of English and Divinity, also at Cambridge (2011-2013). She read English and History at the University of Adelaide and worked as a musician for several years before undertaking graduate work in English at King's College London (KCL). She also has extensive experience facilitating cross-sector, interdisciplinary research initiatives - in medicine, cultural history, and English - and currently convenes a British Academy Research Network on 'Critical University Studies'.

PARALLEL PRESENTATIONS

| | Cynthia Beerbower Room | Sidgwick Hall |
|---------------|--|---|
| 12.15 - 12.35 | <p>David Marshall (FutureLib)</p> <p><i>The Cambridge Student Learning Journey: Key insights from Cambridge University Libraries' FutureLib research</i></p> | <p>Dr John Williams (Linguistics) & Rupert Brown (Engineering)</p> <p><i>The Essay Writing Toolkit in Linguistics</i> (a Teaching and Learning Innovation Fund project)</p> |
| | Lunch: Clough Dining Hall | |
| 13.15 - 13.35 | <p>Dr Riikka Hofmann (Education)</p> <p><i>Facilitating change in inclusive pedagogic practice in higher education: the three ways of educational research</i></p> | <p>Elizabeth Tilley (University Libraries)</p> <p><i>When the stars align: three case studies of how Cambridge libraries support inclusive student learning</i></p> |

David Marshall

Parallel session 1A: 12.15-12.35pm, Cynthia Beerbower Room

The Cambridge Student Learning Journey: Key insights from Cambridge University Libraries' Futurelib research

Abstract

The Student Learning Journey project, conducted by Cambridge University Libraries' Futurelib programme, October 2017 to May 2018, was an in-depth, qualitative study, examining the needs, behaviours, motivations and approaches of Cambridge undergraduate and taught postgraduate students. It provided Cambridge Libraries with an opportunity to conduct a proactive, exploratory piece of research with those students, with the aim of developing services that continue to be based in the needs of their users.

This presentation will briefly introduce methods used over the course of the Student Learning Journey project, focusing on some of the key insights gained into the experiences and approaches of students at the University of Cambridge. Although the aim of the project was to inform the development of library services at Cambridge, the focus was on the wider student experience. Findings were arrived at that will be of interest to those working outside of libraries, with students, in all areas of Higher Education.

Biography

David Marshall manages the Futurelib programme on behalf of Cambridge University Libraries. David is interested in how the roles of academic libraries fit within the wider lives of today's students, researchers and academics, and is an advocate for the importance of an open, proactive approach to user research.

Dr John Williams & Rupert Brown

Parallel session 1B: 12.15-12.35pm, Sidgwick Hall

The Essay Writing Toolkit in Linguistics (A Teaching and Learning Innovation Fund project)

Abstract

The essay writing toolkit in linguistics was developed through a collaboration between academic staff in Linguistics and Rupert Brown. It is an online resource that aims to aid and support first year students in making the transition into university-level essay writing. It provides practical models in different areas of linguistics, as well as procedures for improving study skills (e.g., note taking, planning). By including commentaries on actual student essays the resource demystifies assessment criteria in different areas of linguistics, and hence it can also be useful in supervisor training. The resource is primarily intended for self-access, but it can also be used for blended learning in supervisions and workshops. The framework we have developed could be readily adapted for use in other disciplines.

Biographies

John Williams is currently the University Teaching and Examining Officer in Linguistics (Faculty of Modern and Medieval Languages) with primary responsibility for the delivery of teaching on the Linguistics Tripos. He has been a lecturer and researcher in Cambridge for over 25 years, with specialization in the psychology of second language learning and processing.

Rupert Brown is a teacher and teacher trainer in English for Academic Purposes and works in the Engineering Department Language Unit. He spent much of the previous 5 years creating supporting online material for the international postgraduate community in the university. Rupert has for many years worked with undergraduate students and specialises in the formation and development of their academic and study skills. He has close ties in this regard with three Cambridge colleges and for them runs a wide range of subject-based workshops in essay writing skills as well as supervising students on an individual basis. It is through this work that he was asked to run a workshop in academic writing skills for Linguistics students for TAL and with TLIF funding this was later converted into this resource with the collaboration of several members of TAL.

Dr Riikka Hofmann

Parallel session 2A: 1.15-1.35pm. Cynthia Beerbower Room

Facilitating change in inclusive pedagogic practice in higher education: The three ways of educational research

Abstract

Developing new inclusive practices in our classrooms is an ongoing challenge in higher education. Research shows that changing our teaching and learning practice in sustained and purposeful ways is difficult even when educators want it. In order for educational research to facilitate change in higher education, we need to go beyond its findings. This presentation will illustrate how, to achieve genuine change, we need to use educational research in three ways. Firstly, *findings* from educational research help us understand the barriers to as well as opportunities for change. They show why students may fail to notice our change efforts and the role norms, institutional assumptions and risk play in hindering change. They also show how we can facilitate change through sequenced use of trialling and dialogue. Secondly, educational research offers *conceptual tools* which can help us address those challenges and harness trialling and dialogue to support our efforts. Examples, such as the notions of Noticing, Multi-dimensional norms and Epistemic order are used to illustrate. Thirdly, our research has shown how our innovation efforts are often curtailed by our limited ability to articulate and conceptualise students' desired learning outcomes. Educational research *methods and instruments* can provide concrete tools to illuminate change.

Biography

Dr Riikka Hofmann is a University Lecturer at the Faculty of Education where she leads the research strand "Dialogue, Professional Change and Leadership" within the Cambridge Educational Dialogue Research Group (CEDiR). Riikka's research focuses on sustainable professional change in schools, hospitals and HE. She has designed many new courses and professional development programmes, and leads the research methods training programme for her Faculty's 120+ MPhil students. Riikka is an expert member of the Cabinet Office-led cross-Whitehall Policy Trials Advice Panel and advisor and mentor on professional development programmes in the Civil Service and the NHS.

Elizabeth Tilley

Parallel session 2B: 1.15-1.35pm, Sidgwick Hall

When the stars align: three case studies of how Cambridge libraries support inclusive student learning

Abstract

There is something magical about being part of the learning process students undergo. Libraries have always had openness and inclusivity at the heart of their operations, and have traditionally supported teaching and learning; how they do this is perceived differently by members of the University, students included. Without the use of summative assessment, and the associated hard evidence on learning gain, we frequently fly under the radar and have to find alternative ways of demonstrating our worth. Three short case studies illustrate different aspects of the positive impact libraries have on student learning. They include firstly, a fresher group teaching session; secondly, the use made of the launch of CamGuides for Master's students supporting international students; and thirdly, a reading group launched by libraries for students, but one with a difference. The case studies underline the importance of the shared purpose and understanding between academic staff, professional services staff, students and library staff in creating powerful opportunities for learning, especially when formative assessment is our only option. Raising awareness of our successes in supporting learning with the wider educational community in Cambridge may encourage further profitable collaboration between educators in the future.

Biography

Elizabeth is responsible for managing eight Arts and Humanities Libraries at the University of Cambridge. She originally trained and worked as a school teacher and this has impacted her work in libraries, notably the English Faculty Library. Her role as Head of Arts and Humanities Libraries entails oversight of subject library teams, their staffing, collections and services. A strong supporter of service development which focuses on teaching and learning, Elizabeth has recently been engaged in establishing an Information Literacy Framework for the library community through the establishing of the Cambridge Information Literacy Network, collaborating with library staff across the collegiate community to introduce resources such as CamGuides for Master's students. Her role has expanded recently to include that of 'Teaching and Learning Liaison' for Cambridge University Libraries. Elizabeth is a Fellow of the Higher Education Academy (HEA).

GUEST SPEAKER

Cynthia Beerbower Room, 1.40—2.10pm

Dr Naomi Winstone, University of Surrey

From transmission to transformation: Maximising student engagement with feedback

Abstract

Even the highest-quality feedback on students' work will not have an impact on their development unless students actively engage with and implement the advice. The literature, alongside anecdotal reports of educators, often paint a negative picture of students' willingness to read and enact feedback. My recent programme of research has focused on students' cognitive, motivational, and emotional landscapes and how they influence the ways in which students receive, process, and implement feedback on their work. In this talk, I will argue that maximising students' engagement with feedback is fundamentally an issue of design, where opportunities for students to develop the skills required for effective use of feedback, and opportunities to apply feedback, can transform the role of students in assessment. In particular, I will share a toolkit of resources that we developed in partnership with students to support the development of feedback 'recipience skills'. Through this approach, I demonstrate how the responsibility for ensuring that feedback has high impact can, and should, be shared between educators and students.

Biography

Naomi is a cognitive psychologist specialising in learning behaviour and engagement with education, particularly the processing and implementation of feedback. Naomi is Head of the Department of Higher Education at the University of Surrey, having previously held the positions of Director of Undergraduate Studies and Director of Learning and Teaching in the School of Psychology, and Associate Dean (Learning and Teaching) in the Faculty of Health and Medical Sciences. She also runs CPD events and workshops at Universities, Schools and Colleges across Europe, to support educators and students to enhance the impact of assessment and feedback on learning and development. Naomi is a Senior Fellow of the Higher Education Academy, and a National Teaching Fellow.

AFTERNOON PANEL

Cynthia Beerbower Room, 2.10—2.50pm

Formative Assessment and Feedback

Cambridge is known for its personal and intense formative assessment and feedback approach, particularly for undergraduate teaching. Formative assessment is considered more valuable than summative assessment in the way that it supports students' ongoing learning, while feedback is understood to be one of the most powerful influences on students' academic achievement. This panel of students and speakers have been invited to discuss formative assessment and feedback practices from their different perspectives. The broad questions addressed across the panel include:

- What student/teacher dynamics are in play in the feedback cycle?
- How might we more clearly articulate the distinct purposes of formative and summative assessment?
- What is the link between wellbeing and feedback processes?

Panellists

Matt Kite, CUSU Education Officer

Dr Ayesha Ahmed, Faculty of Education

Dr Sofia Ropek Hewson, Graduate Union

Dr Naomi Winstone, University of Surrey

Matt Kite

Feedback from Students – Student Academic Representation

Abstract

Feedback ought to be a two-way process: from teacher to student, but also the other direction. One widely established mechanism for this, including at Cambridge, is Student Academic Representation (SAR). SAR refers to the collective engagement of students in academic governance through selected representatives; in our institution this means the defined system of School and Faculty representatives, and the more expansive locally organised systems of representations including departmental, tripos part and other representatives. However, studies of SAR in the UK HE sector have found that while its use and importance are broadly accepted, there is a lack of consistent understanding of its purpose. CUSU's own research in Cambridge has shown similar inconsistencies in perceptions of the role of student representatives across students and staff involved in SAR. I draw on Flint et al. (2017) to argue that lack of common purpose (both in inconsistency across the university and between staff and students in individual schools, faculties and departments) is a pressing obstacle to successful SAR and to make recommendations for how to address this in our institution.

Reference

- Flint, Goddard and Russell (2017) Architects of Their Experience: The Role, Value and Impact of Student Academic Representation Systems in England (TSEP). Available at http://tsep.org.uk/wp-content/uploads/2017/10/ArchitectsofTheirExperience_A4_FINAL.pdf

Biography

Matt Kite is the 2018-19 CUSU Education Officer. He studied Philosophy at Robinson College as an undergraduate, graduating last year. This year his priorities are improving student academic representation and building student voice at the University of Cambridge.

Dr Ayesha Ahmed

Building Formative Assessment into a Masters Programme

Abstract

Formative assessment involves using strategies (such as sharing learning intentions, providing effective feedback) to identify how to help students to move their learning forward, and then adapting the teaching accordingly. We are proposing a model for our Masters courses (still at committee stage) in which students will not receive numerical scores but will receive feedback on essays, working towards their final thesis for which they will receive a grade (e.g. Pass, Merit, Distinction).

Developing new performance descriptors has been a critical part of this project. Course coordinators were interviewed about the qualities they look for when reading a Masters essay/thesis. Descriptors were built from the results of these interviews. This allowed us to avoid unhelpful graded language to describe levels of performance, e.g. 'strong grasp' vs 'sophisticated grasp' and instead base these on evidence of quality as seen by experts. Feedback and grading can therefore be based more directly on knowledge and skills that are important for these courses at this level. Consultation with course administrators and current students was also an important part of this process. Our aim is for these descriptors (and exemplars) to become a valuable learning tool for students as well as a resource for markers.

Biography

Ayesha Ahmed is a Senior Teaching Associate at the Faculty of Education, University of Cambridge and a Senior Member of Hughes Hall. Following her PhD in Developmental Psychology she has been working in the field of educational assessment since 1997, first at Cambridge Assessment and then freelance, before joining the Faculty in 2013. Her most recent research is on assessing students' participation in collaborative tasks. Her previous research has focused on improving the quality of high stakes assessments. She teaches on the Education Tripos and coordinates the Postgraduate Certificate in Educational Assessment and Examinations jointly run with Cambridge Assessment. She is a Fellow of the Association for Educational Assessment-Europe, Deputy Chair of the Research Advisory Committee for the exam board AQA and a member of the Research Advisory Group for the exams regulator Ofqual. She is an Executive Editor for the journal *Assessment in Education: principles, policy and practice*.

Sofia Ropek Hewson

Feedback and power imbalances: Postgraduate student and supervisor relationships

Abstract

Recently, the University Postgraduate Feedback and Reporting System Project developed a 'raise concerns' report function on CamSIS, to allow postgraduate students to report pastoral or academic problems. All problems reported will be communicated to supervisors, graduate tutors and administrators in relevant departments. Students have commented that the proposed reports are not suitable for reporting problems associated with their working-relationships: for example, their supervisor or their graduate tutor. Their concerns emphasise the power imbalances in the vulnerable and dependent PhD student/supervisor relationship and the lack of needed reporting mechanisms. If students experience harassment, assault, discrimination or bullying in their supervisor-relationship, they have few options for informal or formal resolution. I will outline current options for resolution and argue that the power imbalances inherent in these relationships necessitate robust reporting systems and processes.

Biography

Sofia Ropek Hewson is the current President of the Graduate Union at the University of Cambridge. She recently finished a PhD in gender and sexual politics which focused on pharmacology, pornography and subjectivity in the work of contemporary philosopher Paul B. Preciado. Sofia is currently producing a report on postgraduate mental health at Cambridge, using results from a recent Graduate Union survey. Sofia has also been campaigning for the University to research and fund postgraduate widening participation, and has worked with the Admissions Office and Graduate Admissions to propose an application fee waiver system for refugees, and for British students from low-income backgrounds.



UNIVERSITY OF CAMBRIDGE

Cambridge Centre for
Teaching and Learning

The Cambridge Centre for Teaching and Learning was formally established on 1 August 2018 to contribute to the educational excellence of the collegiate University. Our programme of activities is focused on involving Cambridge's communities of students, educators and professional staff in shaping the ways in which the Collegiate University engages with emerging challenges and priorities related to teaching and learning in higher education.

As CCTL develops, our role will include:

- providing a focus for learning from and contributing to enhancement expertise within Cambridge, nationally and internationally
- supporting the professional education and development of Cambridge's educators, through a portfolio of short modules, toolkits, programmes and networks
- engaging with faculties, departments and colleges to identify opportunities to enhance teaching, learning and assessment, and facilitating enhancement through collaboration, consultancy and advice
- enabling the development of scholarly approaches to teaching, learning and assessment
- encouraging enhancement initiatives through project-based approaches that emphasise participative and capacity-building strategies

If you have questions about the work of the CCTL, please contact Dr Meg Tait (mebt1@cam.ac.uk).

Call for Contributions

With the new Education Strategy, CCTL has been tasked with supporting two Cambridge-wide strategic projects:

- The Assessment and Feedback Project
- The Inclusive Teaching, Learning and Curriculum Project

We are currently seeking opportunities to work with individuals or teams of staff and students to showcase their existing practices as case studies, to help develop discipline-specific resources, to advise on curriculum enhancement activities or to help facilitate scholarly research endeavours that highlight aspects of either of these two projects at Cambridge.

If you have any enquiries or suggestions for possible contributions to these projects, please contact Dr Ruth Walker (rgcw3@cam.ac.uk).