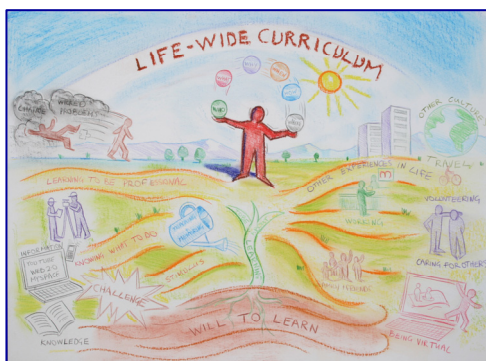


## SCEPTrE Reaches Halfway Mark

Professor Norman Jackson, SCEPTR E Director

In July 2008 SCEPTRe reached the half-way mark in its five year project. We launched our enterprise around the idea of 'learning for a complex world' and the primary focus for our work has been on supporting and enhancing our excellent professional training model of education. It's an educational approach that seeks to integrate learning and experiences from both work and disciplinary contexts. But, for very good reasons, not all of our students participate in professional training and an important part of our challenge is to try to enhance the opportunities for professional development and experiential learning for these students as well. We have tried to add value to our existing approach to education by extending the idea of learning through experience beyond professional training into the co-curriculum and other aspects of students' lives. We are inspired by a vision of a higher education experience that recognises that students are engaged in learning across the whole of their lives throughout their time at Surrey. It is this 'whole life' learning that enables students to



develop their unique identity, their subject and professional knowledge and skills and the agency that will enable them to achieve their full potential and be successful throughout their lives. We are developing the idea of a 'life-wide curriculum' to promote 'whole life' learning and the University's Student Experience Strategy is encouraging SCEPTre to explore the idea so that more students can have their experiential learning recognized and valued. In 2009 we will encourage and support the further development of curricular and other experiences that seek to combine and integrate learning from academic, work and other life contexts.

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## Support from the Vice-Chancellor



The University of Surrey enjoys an unrivalled position with its professional training year and employment record for our graduates which many years ago grew out of a clear understanding of how to relate higher education to the needs of employers and employees. SCEP-TrE's ideas for introduc-

ing the concept of a 'life-wide' curriculum to address learning for a complex world, could prove equally valuable in helping our graduates succeed in the future and I encourage you to support this initiative.

*Professor Christopher M. Snowden, Vice-Chancellor, June 2008.*

*“The SCEPTRe Fellowship scheme is having a significant impact on learning and teaching at Surrey” Professor David Airey, Pro Vice-Chancellor*

*Practical survey design in teaching political psychology and electoral behaviour*

*Developing enquiry-based learning in the English Department*

*Augmenting enquiry by embedded collaborative learning*

## Fellowship grows again

Since the last SCEPTRe newsletter, many Fellows have completed and reported on their projects (we are building a wiki to showcase their work). Individually and collectively, Fellows have made and are making an important contribution to enhancing students' learning and experiences, and influencing and supporting colleagues in their departments and the wider university community. We are delighted to welcome and introduce the nine new Fellows.

### Tereza Capelos Arts and Human Sciences



A 'regular' Political Psychology and Electoral Behaviour

seminar will become a hands-on, research oriented experience, incorporating real-world use of survey questionnaire design, the development of attitude measures, and the analysis of data and report writing. The course integrates the theoretical and empirical components of the curriculum. Each meeting will revolve around a specific empirical problem

to engage all students. Students will build on the knowledge they gain every week and will experience active learning in hands-on workshops to develop, administer and analyse data collected by a class-designed survey. By using real-world situations, the course extends the professional training that students currently receive in the Department.

### Marion Wynne-Davies Arts and Human Sciences



The project aims to design modules within the English Department's new degree programmes that use Enquiry Based Learning to develop and support students as creative thinkers and independent enquirers. The new BA programme allows students to develop skills and knowledge for

discipline study, personal development and work experience; these are fully integrated within the curriculum. The project will engage with the idea of productive enquiry in relation to the unique opportunity amongst UK HEIs - to undertake professional training in English.

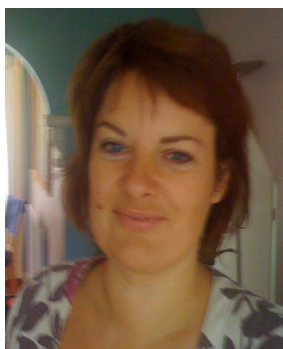
### Janko Calic Engineering and Physical Sciences



In the current climate of strategic learning, so present in the culture of engineering studies, there is an increasing demand for a new approach to teaching and learning. This project will raise the profile of collaborative enquiry based

learning and engage 'alienated' students in the process of learning the foundations of Digital Signal Processing. In addition, it will attempt to steer the existing student culture towards enquiry, self-learning and peer learning.

## Katrina Dunbar Management & Law



A Law graduate emailed me, saying: 'Thank you for your help and understanding – you kept me sane when I really wondered if I could do it'. My SCEPTrE Fellowship will explore the potential for replicating the Student Adviser post that is proving invaluable in the Law and Politics departments across Surrey University. Called 'Improving

the Student Experience through Student Advisers: completing the circle between Students, Academic Staff and Central Support Services', the Fellowship will look to develop the current role so that it is a model of excellence that supports the learning experience of students and helps enrich their time at Surrey.

*Closing the circle – academics, students and advisors*

## Jenny Willis Registry



Year after year Level 3 returning students testify to the immense value of their professional year, even when they have not been working in an area directly relevant to their degree or may not have found the job itself ideal. What is it that makes them feel stimulated and different as a result of

their professional experience? This project aims to identify the elements of the professional year experience that make it a transformative experience for students, and to explore the reintegration of students into the University for their final undergraduate year.

*Professional training, critical reflection and peer support: making the placement year work for others*

## David Carey Engineering and Physical Sciences



The transistor is at the heart of virtually every modern day electronic device from the laptop computer to the mobile

phone. It has revolutionized modern living in terms of information storage and an understanding of its operation and how design specifications influence performance are essential topics for students of electronic engineering and computer engineering. It is the aim of this Fellowship to introduce an enquiry based learning approach into transistor operation and design. Selected topics in perform-

ance and specifications have been chosen which highlight the competing factors the modern engineer needs to be aware of if the technology revolution is to be maintained. The students will benefit from being exposed to these competing factors and will learn both as individuals as well as part of a team how their choice of design controls performance.

*Enquiry based learning in digital engineering*



*Facilitating enquiry-based learning in a technical media production environment*

*Developing professional experience in a post-graduate management environment*

*Using digital story telling to communicate tacit knowledge*

## **Philip Jackson** Engineering and Physical Sciences



Philip aims to facilitate productive student enquiry in the context of media production coursework with a high technical quality, including level 2, level 3 and

level 4 projects, by providing supporting materials that are relevant, up-to-date, clear, fun and readily accessible to students as and when they need them. The students' learning process will be recorded in a way that will provide procedural advice and examples of critical and reflective thinking. Previous pilots of open-ended project work with Media Engineering students have demonstrated extremely

positive responses to these challenges and, better still, have led students to want to know more, to experiment, to investigate and to take the technology further. We want students to begin by having easy access to the essential information for producing their media content, so that they learn how to learn throughout their programme.

## **Kerry Sullivan** Management & Law



Kerry will develop a short intensive work experience/professional practice module for postgraduate students in the Management School. A workable model will offer the opportunity for most postgraduate students, irrespective of background, to gain some experience of the

professional workplace. The work will focus primarily on the Faculty of Management and Law but it is hoped to develop and evaluate an approach that can be exploited across all disciplines.

## **Jane Leng** Health and Medical Sciences



My fellowship was inspired by the reactions of student nurses who claim that they have learnt little from a particular practice experi-

ence. Such responses may reflect the tacit nature of much nursing knowledge, which is often difficult to articulate. Some placements, however, are evaluated far more favourably and it is not clear that this distinction is directly associated with the opportunity for overt pedagogic instruction. I have therefore become interested in the factors which may influence the transmission of tacit knowledge. This project will explore the poten-

tial for story telling to communicate tacit knowledge and the extent to which such story telling may be enhanced by use of emerging technologies. Although the study is centred on health care placements it is anticipated that it should highlight techniques that could be utilised in the context of other professional training settings and indeed experience-based situations other than practice.

## Earlier Fellowships

### 2006 Cohort

The first nine projects, involving 12 people, were all 'signed off' by June 2008. The most recent completions from this cohort have resulted in a Well Being Centre for staff

and students (Les McMinn) and a successful practitioners event for Arts Managers (held at the South Bank Centre and led by Pauline Johnson and Sara Houston).

Vaios Lappas has been appointed CLD - Faculty Scholar for FEPS. Kath Hunt was awarded a Teaching Fellowship.

### 2007 Cohort

All eight Fellowships that began in July 2007, and two of the three additional Fellowships that began in October, are now com-

plete or approaching completion. Some particular successes include Simon Usherwood's appointment to CLD - Fac-

ulty Scholar for FAHS and Lindy Blair's nomination to the steering and advisory group for Professional Training.

*We are now in our third year of the SCEPTrE Fellowship scheme*

*Many past Fellows are continuing to lead and support innovation in learning and teaching across the University*



## Surrey Honours its Creative Teachers: Fellowship Festival

On November 26<sup>th</sup> Deputy Vice-Chancellor Nigel Seaton presented awards to nine SCEPTrE Fellows. In welcoming the new Fellows, Professor David Airey said 'There is no doubt in my mind that the Fellowship is making a really useful contribution to the professional lives of the people involved, to the students who benefit from the new practices that have developed, and to the wider community of professionals to which the Fellows belong.' In launching the Fellowship policy for 2009, Professor Seaton said that it would be focused on promoting the development of academic, personal and professional

capability through 'whole life learning.' The policy will encourage and support the further development of curricular and other experiences that seek to combine and integrate learning from

academic, work and other life contexts. To see a short film of this uplifting event visit the Fellowship Festival page on the Fellowship wiki.

<http://sceptrefellows.pbwiki.com>



*Some of the 2008/09 Fellows with Professor David Airey and Professor Nigel Seaton after the awards ceremony*