

## New Fellows join SCEPTrE team

Seven new SCEPTrE Fellows (pictures and details, below and over) have been appointed, and are due to begin their projects in September 2007. Some have already started work, taking advantage of 'spare' time over the summer. Informal meetings between groups of new and old Fellows are already stimulating cross-fertilisation between different activities. Last year's Fellowships are starting to bear fruit: see page 6 for updates.



### **Gina Finnerty**

Health and Medical Sciences

#### **Use of collage mapping to explore role conflict for health-care mentors and dietetic trainers**

With increased accountability to sign off learners' clinical competence coming into force

(NMC, 2006) it is timely to explore the realities of these additional responsibilities from the mentor's perspective. The essence of this project involves exploring how mentors and dietetic trainers negotiate the demands of the different roles, how they define these complex roles and how they deal with ambiguity and role conflict. Collage work has been used successfully in interprofessional workshops by Williams (2002). The use of collage mapping (creating visual narratives using images from magazines and newspapers) enables practitioners to articulate and examine the tacit or more hidden aspects of learning and practice. Handy's (1993) role theory will be used as a conceptual framework for evaluating perceived roles of a sample of healthcare mentors and dietetic trainers. Working with a range of practitioners will strengthen faculty links and enrich knowledge-building.

The project aims to: establish if and how role conflict manifests itself for healthcare mentors and dietetic trainers; make the hidden aspects of the role explicit, to improve mentor preparation and inform mentor updates, ongoing training and development; empower mentors by encouraging creative techniques for reflection.

[g.finnerty@surrey.ac.uk](mailto:g.finnerty@surrey.ac.uk)

## Opportunities and events

For details of Curriculum Innovation funds, Cultural Academy and an Appreciative Inquiry that invite participation from all interested Surrey staff, see inside

## Professional Development

Download SCEPTrE's lunchtime programme of events for those interested in their own professional learning, curriculum change, or the Professional Training programme for students

[www.surrey.ac.uk/sceptre/](http://www.surrey.ac.uk/sceptre/)

## October 31st Fellowship Fair

- Be inspired and influence change
- Decide whether Fellowship might be for you
- Join the University's strategic action planning process

**Contact SCEPTrE for your invitation**

## Magd Abdel Wahab

Engineering and Physical Sciences

### Supplementary Instruction for Surrey Engineering Students (SISES)

The main goal of this project is to introduce supplementary instruction to University of Surrey Engineering Students. To achieve this goal the project will: Implement Peer Assisted Study Sessions (PASS) in Level 1 Dynamics modules (180 students) using level 2 students as instructors.

- Collaborate with Manchester PASS team to learn from their experience in supplementary instruction (an initial visit to Manchester on 3rd and 4th May 2007 has already taken place).
- Produce a custom text book or ULearn modules to share all materials that covers Dynamics modules in the School of Engineering. This will facilitate the communications between level 1 and level 2 students.
- Redesign the delivery of the lectures using PowerPoint presentations.

To find out more about Magd's project or peer learning, contact him on [a.wahab@surrey.ac.uk](mailto:a.wahab@surrey.ac.uk)



## Lindy Blair Management and Law

### PDP inputs, outputs and support processes

Lindy's project will explore, develop and enhance the support given to students on their journey towards becoming:

‘... professional, self-reliant, adaptable, creative and ethically-aware individuals’.<sup>1</sup>

Students will become more self-directed in their personal and professional development whilst engaging in an undergraduate degree programme and both preparing for and undertaking a professional training placement.

There is a widespread belief that students need a supportive mechanism that not only helps them identify and make use of the good practice, processes and activities that currently exist within undergraduate provision,

but also guides them in a manner that enables individual, self-directed development towards critical and creative enquiry.

[l.blair@surrey.ac.uk](mailto:l.blair@surrey.ac.uk)

## Simon Usherwood

Arts and Human Sciences

### New models of negotiation through role-playing

As a relatively new department, PIPS has been keen to introduce new forms of teaching into its curriculum. As part of that, Simon has developed modules based around negotiations, with a view to allowing students to engage with a substantive topic in a much more direct way, which also allows them to understand the pressures and constraints that such negotiations impose on reaching an agreement. The Fellowship will allow Simon to further develop the central negotiation module, with a more rigorous system of observation and feedback, the use of new technologies (including e-learning tools such as intranets and wikis) to support the negotiations and a more theoretical preparation for students. In addition, Simon will be developing tools and materials for use in other modules at all levels from first year undergraduate to Masters, both within the department and further afield. Students could learn even more from such experiences so that other models can be developed for wider use.



[s.usherwood@surrey.ac.uk](mailto:s.usherwood@surrey.ac.uk)

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<sup>1</sup> Prof C. Snowden, 2006, ‘Preparing students for a complex world’, Presentation at launch of SCEPTRe



## Catharine Grob

Health and Medical Sciences



### Navigation for Learning 'on the move'

#### How can the use of mobile technologies support professional education?

The aim of this project is to explore and explicate the pedagogy of podcasting and other mobile technologies. A series of podcasts will be created to support the understanding of bioscience for all nursing students undertaking health care professional programmes within the European Institute of Health and Medical Science (EIHMS). Other technology-enhanced tools such as bulk short messaging service (sms) for text messages, weblogs (blogs) and an electronic voting system will be used to enhance the students' experience. The aim is also to capture the mentors' voices in placement via 'conversational' focus groups and /or other electronic media for example, digitally recorded interviews, or online questionnaires. The quintessential factor about the proposed podcasts is that both students and nurse educators will be involved with the design of them. Whilst the project

is based on nursing students, it may also apply to other students and staff working towards support during a professional placement year. It will also be a developmental opportunity for students and staff to 'work together and learn together' through conversations, collaboration and design. [c.grob@surrey.ac.uk](mailto:c.grob@surrey.ac.uk)



## James Heather Engineering and Physical Sciences

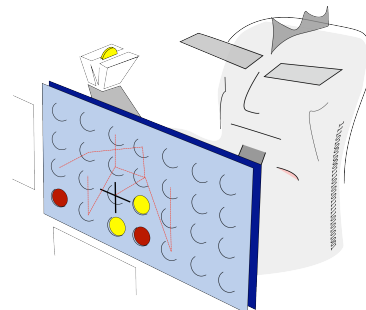


### Enhancing the Student

#### Experience in learning computer programming

The Fellowship aims to enhance the learning experience for Computing (and other) students who are learning programming, by providing a forum in which students from all over the world can interact on interesting and clearly defined programming tasks relating to turn-based strategy games. The project will centre on creation of a web site that acts as a host for various two-player turn-based strategy games. The games will range in their complexity from Tic-Tac-Toe at the simplest end through to Draughts or even

Chess at the high end. Students will be able to download a small package for any of the supported games, and use it to develop their own program that can act as a player for the game: the input to the program is a board position, and the program outputs the move it wishes to play. The students then upload their programs to the web site. The web site keeps track of the uploaded 'player' programs, and then hosts games between the programs, constructing a database of all the games, and a league table to show how each program is performing. Students can watch live games that their programs are playing, and, if appropriate, improve and resubmit their programs, either individually or in collaboration with others. [j.heather@surrey.ac.uk](mailto:j.heather@surrey.ac.uk)



## Carol Leppa University of Washington

### Incorporating international links in advanced Professional practice experiences using web-cam conference links

This international fellowship project involves developing and evaluating web-cam assisted linkages between nursing faculty/staff, students, and practitioners from the UK and the US. Thinking through patient care or system organization problems with someone from a different system, helps open up the mind to new questions and potential solutions. Sharing practice and research expertise at the professional practice level is an important way to address new solutions to persistent problems in health care delivery. Linking practitioners across cultures to explore common problems within different cultures is an exceptionally rich opportunity. Participants expand the scope of their knowledge as they learn the 'other' system and approaches. They also deepen their knowledge of their own system and health care leadership roles as they consider the alternative ways to approach problems by working around common clinical problems and concerns as well as research interests in nursing and health care. [leppa@u.washington.edu](mailto:leppa@u.washington.edu)



## **Enquiry-based Learning for Labs**

### **New approaches to teaching engineering design & professional skills**

This project is concerned with inducing greater student engagement in the Electronic Engineering (EE) learning process and the broader development of professional skills, by replacing traditional scripted laboratory and professional skills workshops with student-led Enquiry-based learning (EBL) processes. This will deliver richer ways of learning that supplants the traditional expert→student 'knowledge download'. EBL will be piloted at HE1 within our department using new student learning activities in the spring semester's EE laboratory programme coupled with corresponding new activity in the HE1 Engineering Professional Skills module. We anticipate that the development of professional skills using EBL for design activity and feeding into a revised EBL laboratory programme will be seen as more relevant and engaging in relation to this part of the curriculum and the broader HE agenda. The enriched learning and professional experience should lead to enhanced independence and confidence associated with problem solving and laboratory work. Students and staff will develop appreciation for the overarching learning process. [k.wells@surrey.ac.uk](mailto:k.wells@surrey.ac.uk)

## **News from 2006 Fellows**



### **Bridging the Gap Steve Rowett**

Professional Training Year students in Europe and Florida (and their tutors at the University) were provided with webcams and technical support so that they could rehearse language proficiency and develop supportive work relationships using Skype. The E-learning Unit will be taking forward this work and supporting further development of this facility. A seminar in early 2008 and the report (to be made available in summary form) will show how the added visual dimension enriches the conversations between tutors and students.

### **Shared placement resources Anne Irving**

Anne has created a 'hub' for resources on issues that relate to supporting placement students. [www.xxxx.surrey.ac.uk](http://www.xxxx.surrey.ac.uk). Initially focused on one discipline, this project is now providing a working space - a virtual handbook - that will continue to grow as Fellows' projects deliver useful tools and links for students and tutors. October 23rd lunchtime hands-on demonstration.



### **The Mirror Project**

### **Helen Booth and Julie-Ann MacLaren**

The development of online facilities to support NHS mentors in their reflections will influence practice and enable more engaged support for students on placement. Self-generated models of reflection were explored at SCEPTR's June conference. A slow start to the project has led to better stakeholder engagement and productive links with other projects. Due to report in February 2008.



### **Enhancing equity and experience of personal development and professional training.**

### **Michelle Gibbs and Kath Hart**

SBMS students are being encouraged to provide peer support for the complex learning on placement. The project has already produced a short demonstration video of action learning processes, held a student day for professional careers and enterprise awareness and an online placement support site is up and running for current placement students. The project is due to evaluate and report on a full student cycle of learning in this innovative way by March 2008.



### **Reflective practice in professional learning in placement and beyond**

### **Sara Houston and Pauline Johnson**

In Music and Dance (as in most other professions), reflective practice and CPD - ongoing learning in and from practice - are increasingly part of professional life. This project aims to develop learning relationships within University programmes and beyond - taking learning set principles into the professional lives of alumni and employers. Findings (end of 2007) will interest anyone keen to engage employers and alumni in their Professional Training Programmes.





### People learning on placement

Peter Alcott

Students on a year-long placement learn much more than the business principles, finance and organisational theories that are taught and assessed in academic courses. Immersion in an intensive work-place setting provides opportunities for (potentially stressful) emotional learning, and personal development that prepares them for a life of 'complex world' learning. This pilot project provides and evaluates the effect of structured frameworks support for reflection: outcomes will be available soon after the return of students from their placements and will be shared through seminar and written report.



### Ethics in the professional world

Geoff Hunt

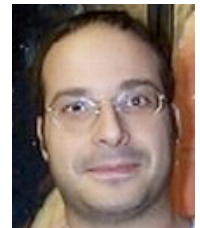


A feasibility study looking at the potential for a free-standing module on this key topic for all professionals has engaged Engineering academics and professional bodies in discussions about inter-disciplinarity, the complexities of moral, ethical, social and legal guidelines and the ways in which those might contribute to a more socially and culturally aware curriculum. A first report is already supplemented by a ULearn framework, to be tested by students and tutors through Anne Irving's hub. The Cultural Academy will draw on Geoff's experiences and insights. The next step will engage commitment from the University's education leaders and PT Tutors, and discussions with the Engineers' professional body.

### New approaches to teaching and learning for Spacecraft Engineering

Vaois Lappas

Vaois has piloted a range of innovative technologies - voting system, webcasts and podcasts - and implemented a practical simulator to engage students in their own learning. The Fellowship also supported an exciting study tour with Eric Mazur's programme at Harvard. SCEPTRe and CLD hope to sponsor a visit from Eric Mazur in March 2008, which will make that knowledge of engaging students more actively in learning Physics.



### Quantum learning

Les McMinn



As Head of the Counselling Service at Surrey, Les is ideally placed to take a whole-institution view of the needs of staff and students for professional learning across complex professional worlds. Building on a review of the themes around emotional intelligence, complexity and whole-person learning, Les is developing strategies for well-being and undertaking a range of projects to develop modes of learning that takes account of complex learning challenges. Due to unforeseen circumstances, work on the project is just beginning: this late start will allow cross-fertilisation with the work of some of the new Fellows and enable a major contribution to the *Immersive Learning* Conference on January 9th and 10th.

### Evaluating Fellowship

Martin Oliver's evaluation of SCEPTRe fellowships provided essential supportive evidence for the self-evaluation report that was sent to HEFCE in July. In the coming Fellowship round, and as we review the outcomes of the first set of projects, we focus on some of the questions that arose in the self-review process. One key question for SCEPTRe's continuing success concerns the extent to which Fellows might contribute to changing the culture and enhancing learning for Surrey students. The effects of Fellowship will include the potential for individuals to influence practice just by modelling and talking about what they do but could also be political and structural change in a Faculty or in University-wide change initiatives. If Fellowship has played a part in effecting change in your area of work, do let SCEPTRe know.



# Learning for a Complex World: Appreciating the Power of Immersive Experience

<http://complexworld.pbwiki.com/Immersive+experience>

**Wednesday 9<sup>th</sup> January 13.00 - Thursday 10<sup>th</sup> January 16.00**  
**Surrey Centre for Excellence in Professional Training and Education (SCEPTre)**  
**University of Surrey, Guildford**



We are making an assumption that people who want to participate in this collaborative enquiry have experienced for themselves the power of immersive experiences – situations where we are engulfed in challenging contexts for working and learning requiring intensive, prolonged and holistic engagement (physical, intellectual and emotional). Such situations encourage *learning to be and become*, rather than just *learning about*. They have the potential to stimulate creativity and transform people. The event provides a starting point for an appreciative enquiry aimed at discovering how we currently provide opportunities for immersive experiences in higher education and whether there are more and better ways of doing it. The event will appeal to anyone who is interested in encouraging higher education to move towards a more experiential, 'real world' curriculum and who is interested in their own professional learning.

**Examples of immersive contexts in higher education** might include: work placement, term-time employment, volunteering or social enterprise, entrepreneurial activity, certain types of intensive collaborative enquiries perhaps involving role play, field work/ study situations or projects, study tours, participation in 'assessment centres' and virtual worlds like 'second life', extra-curricular processes...and many more!

## Programme

### January 9<sup>th</sup> Theme: What do we mean by Immersive Experience?

13.00 **Stimulator: Locating immersion in experiential learning: some triggers for thinking**  
 Professor David Boud, University of Technology Sydney

#### Immersive Experience Appreciative Inquiry

*Following a short introduction to the process, participants will share their personal stories of immersive experiences. Personally significant insights derived through the conversations will be recorded on a jointly prepared poster and displayed on a giant Poster Wall.*

.30 **Plenary discussion** conducted in café format aimed at sharing insights into the nature of immersive experiences and the learning that is derived from such experiences. *The whole process will be filmed and supported with a conference artist who will help create 'big pictures' of the conversation.*

18.30 **Networking dinner and experience**

### January 10<sup>th</sup> Theme: Immersive Experiences in Higher Education

08.00 **Breakfast conversation** with representatives from the ACEN Australian Collaborative Education Network (similar to our WIL Network) in Australia at the Queensland University of Technology and Swinburne University Melbourne.

09.0 **Parallel conversations.** Conversations will focus on different forms of higher educational experience that seek to create or anticipate conditions for immersive experience.

12.15 Lunch

13.30 **Synthesising plenary** conducted in café and open space formats. *The session will begin by sharing the results of conversations and then through an open space approach we will develop a plan for taking the Appreciative Inquiry forward. Reflective commentaries will be provided by Professor David Boud and Dr Glynis Cousin (Higher Education Academy).*

.30 **Finish**



## SCEPTRe events in 2007

September 27th	Enquiry learning seminar	George Allen, University of Portsmouth
October 10th	Students as partners workshop	Marcia Ody / William Carey, University of Manchester
October 15th	making learning visible w'kshop	David Hay, Kings College, London University
October 23rd	Virtual PT Handbook (drop-in)	Anne Irving, SCEPTRe Fellow
<b>October 31st</b>	<b>Fellowship Fair</b>	
November 5th	Ethical awareness in PT	Geoff Hunt , SCEPTRe Fellow
November 21st	Putting knowledge to work	Judy Harris, Institute of Education
December 3rd	Christmas Fair	Marketplace with CLD, SPLASH and ELearning

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### Celebrating Fellowship - October 31st 2007

#### An afternoon of presentations and workshops to stimulate action



Award ceremony in June 2006 was the beginning of Fellowship as well as the official launch of SCEPTRe and its Learning for a Complex World context.

This year, we will formally begin the Fellowship year with an informal lunch to which Fellows, their line managers and anyone at Surrey with an interest in learning and change is invited. Formal award presentations to the new incumbents will be followed by a choice of three interactive workshops that will engage participants in the work of Fellows and involve them in

developing action points that can be taken forward by the Learning and Teaching committees for the four Faculties. A final plenary to identify potential change initiatives will be followed by a reflective evening buffet with wine, music and space for conversation and learning.

Please contact SCEPTRe [sceptre@surrey.ac.uk](mailto:sceptre@surrey.ac.uk) to book your place or find out more.

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### To contact SCEPTRe

If you have any questions about projects in this newsletter or ideas for future Fellowships. First point of contact would be Jo Tait ( [j.tait@surrey.ac.uk](mailto:j.tait@surrey.ac.uk) ) Telephone 01483 684903