

Centre for Bioscience Representatives' Forum

7-8th September 2005

Bodington Hall, University of Leeds

Twenty-eight delegates gathered at Bodington Hall to meet with other Bioscience Representatives and contacts. The Forum was an opportunity to meet with colleagues and catch up on what the Centre for Bioscience and other bioscientists are doing.

Wednesday 7th September

- [Welcome and Introduction to the Forum](#) - Ian Hughes, Centre for Bioscience
 - [Introductions and group discussion](#) - Jackie Wilson, Centre for Bioscience
 - **Keynote:** [Learning and Teaching Issues](#) - Mark Huxham, Napier University
- Swapshop presentations - Developments in Learning and Teaching:
- [Virology: Is it practical?](#) - Brian Martin, University of Birmingham
 - [A formative essay-writing \(peer review\) exercise](#) - Alan Fielding, Manchester Metropolitan University
 - [Integrating Self and Peer-Assessment in an Animal Health Degree. A quick survival guide](#) - Olivier Sparagano, University of Newcastle
 - [Promoting the biosciences in secondary and primary schools](#) - Chris Branford-White
 - [Learning from student reflection, a tutor's perspective](#) - Liz Somerville, University of Sussex
 - [Missing the point with PowerPoint](#) - David Thurling, Oxford Brookes University
 - [Students' perception of key skills training: it's how you tell it](#) - Jon Scott, University of Leicester
 - [Business for the Bio-scientist: A module to develop business awareness in bioscience graduates](#) - Jane Calvert, University of Newcastle
 - [A national undergraduate e-journal](#) - Celia Knight, University of Leeds
 - [PROFILE: a generic and highly flexible e-portfolio to remotely track and assess students' learning or personal development planning \(PDP\)](#) - Stephen Gomez, University of the West of England

Thursday 8th September

- [The Higher Education Academy, the Subject Centre Network and the work of the Centre for Bioscience](#) - Ian Hughes, Director, Centre for Bioscience
- [Confessions of a Biosciences Rep](#) - Iain Coleman, University of Wolverhampton

- [Whistling in the wind or preaching to the choir – some personal reflections on being an LTSN/HEA Bioscience representative in a research-intensive University](#) - Liz Somerville, University of Sussex
- [Education for Sustainable Development \(ESD\)](#) - Session facilitated by Julian Park
- [Supporting Developments in Bioscience Learning and Teaching and Pedagogic Research](#) - Jackie Wilson and Steve Maw, Centre for Bioscience

Welcome and Introduction to the Forum

Ian Hughes, Centre for Bioscience

Ian welcomed colleagues and outlined the programme for the following 24 hours.

[View Ian's "Welcome and Introduction to the Forum" presentation](#)

Introductions and group discussion

Jackie Wilson, Centre for Bioscience

Delegates took part in a "speed dating" session. They were given three periods of three minutes to chat to three other individuals about their "Current Interests, Challenges and Successes" in relation to learning and teaching bioscience. Individuals were given post-its and asked to make brief notes on their conversation with each 'partner'. These were displayed for the duration of the forum to facilitate networking and information sharing amongst attendees.



A summary of a [compilation of the topics from these discussions and some suggestions for sources of related information and/ or resources](#) is available to [download](#).

Keynote: Good Teaching in Biology: The six-fold path?

Mark Huxham, Napier University

[View Mark's "Learning and Teaching Issues" presentation](#)

As part of his presentation Mark drew on work presented in more detail in his recent paper:

Huxham, M . (2005). Learning in lecturers: do interactive windows help? *Active Learning in Higher Education*. 6, 17-31.

Characteristics of HE teachers - the good and the bad

As part of Mark's keynote presentation he invited everyone to think about their best and worst teacher in higher education and to note down three characteristics of each; [view good teacher / bad teacher](#).



Virology: Is it practical?

Brian Martin, University of Birmingham

[View Brian's "Virology: is it practical?" presentation](#)

A formative essay-writing (peer review) exercise

Alan Fielding, Manchester Metropolitan University

[View Alan's "Formative essay-writing \(peer-review\) exercise" presentation](#)

Integrating Self and Peer-Assessment in an Animal Health Degree. A quick survival guide

Olivier Sparagano, University of Newcastle

Olivier described how he has made use of self and peer-assessment within a module in which students organised their own conference about animal health.

[View Olivier's "Integrating Self and Peer-Assessment in an animal health degree. A quick survival guide" presentation](#)

Promoting the biosciences in secondary and primary schools

Chris Branford-White, London Metropolitan University

Chris described how the CREST (Creativity in Science and Technology) and "Talented and Gifted" projects were enabling inner city school children in London to study science and take part in lab practicals and how this encouraged some of them to continue their study of science further.

[View Chris's "Promoting the biosciences in secondary and primary schools" presentation](#)

Learning from student reflection, a tutor's perspective

Liz Somerville, University of Sussex

[View the handout from Liz's "Learning from student reflection, a tutor's perspective" presentation](#)

Missing the point with PowerPoint

David Thurling, Oxford Brookes University

David spoke about how the misuse of PowerPoint can put off audiences in various ways, such as too much information on a slide, unclear slides and the use of too many slides in a presentation. He also outlined the reasons why people use PowerPoint, why they don't and what students think is a good use of PowerPoint.

View David's handouts: [Introduction and references](#) and "[Staff and student PowerPoint survey](#)"

On a related theme, the following letter from a student reveals his feelings surrounding the ubiquitous use of PowerPoint ([Science Vol 309, 16 September 2005](#)): [The Slide of Education](#).

Students' perception of key skills training: it's how you tell it

Jon Scott, University of Leicester

[View Jon's "Student perception of key skills training: it's how you tell it" presentation](#)

Business for the Bio-scientist: A module to develop business awareness in bioscience graduates

Jane Calvert, University of Newcastle

Jane's presentation described a module offered at the University of Newcastle which introduces bioscientists to business.

[View Jane's "Business for the Bioscientist: A module to develop business awareness in bioscience graduates" presentation](#)

A national undergraduate e-journal?

Celia Knight, University of Leeds

Celia introduced Biolog-e, an undergraduate research journal at the University of Leeds, which publishes undergraduate research with the aim of publicising it to a wide audience. She outlined how the journal was run and the type of articles that were published alongside the research articles. Celia also asked if there was a case for a national undergraduate research journal. [Download Celia's question sheet and send her feedback on this idea](#).

[View Celia's "A national undergraduate e-journal?" presentation](#)

[Visit the Biolog-e website](#)

PROFILE: a generic and highly flexible e-portfolio to remotely track and assess students' learning or personal development planning (PDP)

Stephen Gomez, University of the West of England

Stephen was unable to attend the forum, however he demonstrated Profile via a video presentation. View Stephen's [video demo of PROFILE](#).

Profile is a web-based e-portfolio which can enable students and tutors to monitor work-based learning (WBL) such as that which occurs during work placement years, which are an important component of some degrees. Stephen was awarded some money by the Fund for Development of Teaching and Learning Phase 4 (FDTL 4) to develop Profile, a web-based portfolio, to capture WBL during a placement year. Stephen demonstrated various aspects of Profile, both educational aspects such as the student learning agreements, and practical aspects such as the ability to restrict certain sections of the forms to specific users (e.g. student, work supervisor or tutor). Profile is also in the process of being adapted for Personal Development Planning (PDP), further details are available from the [Profile web site](#).

The Higher Education Academy, the Subject Centre Network and the work of the Centre for Bioscience

Ian Hughes, Director, Centre for Bioscience

Ian outlined the organisational structure of the Higher Education Academy, and their relationship with the Centre for Bioscience. He also spoke about the aims, activities and the aspects of teaching and learning that the Centre for Bioscience may focus on in the future.

View Ian's "[The Higher Education Academy, the Subject Centre Network and the work of the Centre for Bioscience](#)" presentation

Confessions of a Biosciences Rep

Iain Coleman, University of Wolverhampton

View Iain's [presentation](#)

Whistling in the wind or preaching to the choir – some personal reflections on being an LTSN/HEA Bioscience representative in a research-intensive University

Liz Somerville, University of Sussex

Liz shared her experiences of acting as a Rep and encouraged the Centre to keep Reps informed of activities and engagement with colleagues from each Department, and also with details of activities such as the development of the [Resource pack for new and aspiring lecturers](#) which is predominantly distributed via Staff Development units.

Education for Sustainable Development (ESD)

Session facilitated by Julian Park

The Centre for Bioscience recently conducted a survey of ESD in the biosciences, [view the report](#).

View Julian's "[Education for Sustainable Development](#)" presentation

It was agreed that the best way forward would be for the Centre to look at producing a number of resources that staff could incorporate in their teaching.

Supporting Developments in Bioscience Learning and Teaching and Pedagogic Research

Jackie Wilson and Steve Maw, Centre for Bioscience

[View Jackie and Steve's "Supporting Developments in Bioscience Learning and Teaching and Pedagogic Research" presentation](#)

Links to funding opportunities and the Resource Pack for New & Aspiring Lecturers

[Link to call for grants to individuals for Teaching Development Projects](#)

New: [Link to call for grants to departments for Teaching Development](#)

[Resource pack for New and Aspiring Lecturers](#)

You may also be interested in:

- [Bioscience Reps homepage](#)
- [Report from the 2003 Reps Forum](#)
- [Latest Reps briefing](#)
- [List of current Reps](#)

Event outline : This event is intended to bring together as many Centre for Bioscience Representatives and key contacts as possible to share ideas and discuss learning and teaching issues. The programme will include plenty of opportunities for formal and informal discussion with colleagues who share your enthusiasm for learning and teaching.

Draft Programme	
Wednesday 7th September	
12.30	<i>Coffee and Registration</i>
13.00	<i>Lunch</i>
14.00	Welcome and Introduction to the Forum Ian Hughes, Director, Centre for Bioscience
14.05	Group activity Icebreaker
14.30	Learning and Teaching Issues Mark Huxham, Napier University
15.00	Swapshop I
16.00	<i>Refreshments</i>
16.15	Swapshop II

17.30	Close
17.30 - 19.00	<i>Free time</i>
19.00	Wine reception
19.30	Forum Dinner

Draft Programme	
Thursday 8th September	
08.45	The Academy and Subject Centres
09.05	The Centre for Bioscience Professor Ian Hughes, Director, Centre for Bioscience
09.25	Views from Reps
09.45	Discussion
10.00	Education for Sustainable Development Discussion fora facilitated by Julian Park
11.00	<i>Refreshments</i>
11.30	Teaching Development Centre for Bioscience
12.30	Final Round Up
13.00	Close with lunch