



CENTRE FOR

bioscience



North-West Regional Lecturers Forum

Welcome and introductions



Why Regional Fora?

Aims:

- Encourage engagement with the Centre & local colleagues
- Raise awareness of the Centre
- Enable meeting and networking
- Swapshop/sharing of practice



Format of today

12.00 - Update from the Centre

12.30 - Lunch

13.30 - Swapshop session

14.30 - Workshop

15.30 - Close



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Centre News

Supporting teaching in higher education to improve student learning in the Biosciences



Current areas of interest

- Practical / Fieldwork Skills
- Employer Engagement
- Creativity
- Transition into and within HE
- Diversity



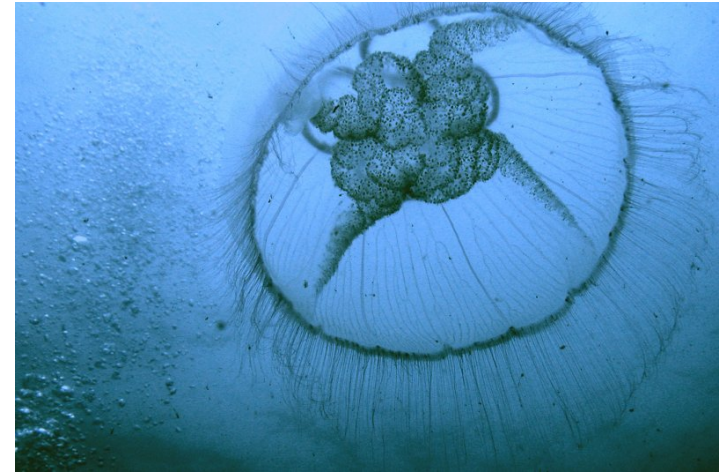
Events 2008-09

- Science Learning and Teaching Conference
- Final year projects
- Ethics
- Assessment of work placements
- Differentiated Learning
- Engaging students Forum



ImageBank

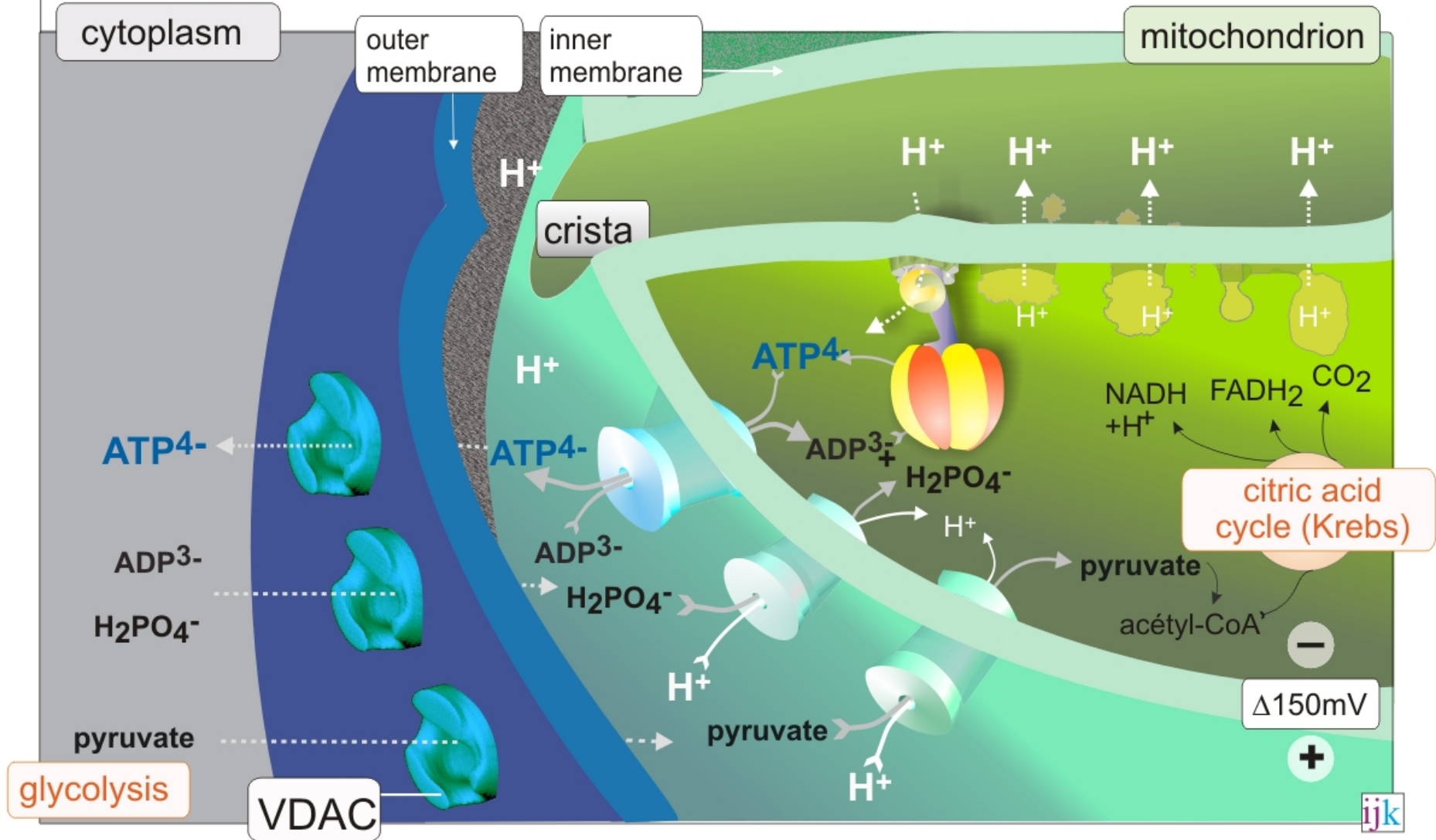
- Now over 6000 Images
- New collections
 - Mostly Marine
 - Buglife
 - Cell Biology and Biochemistry



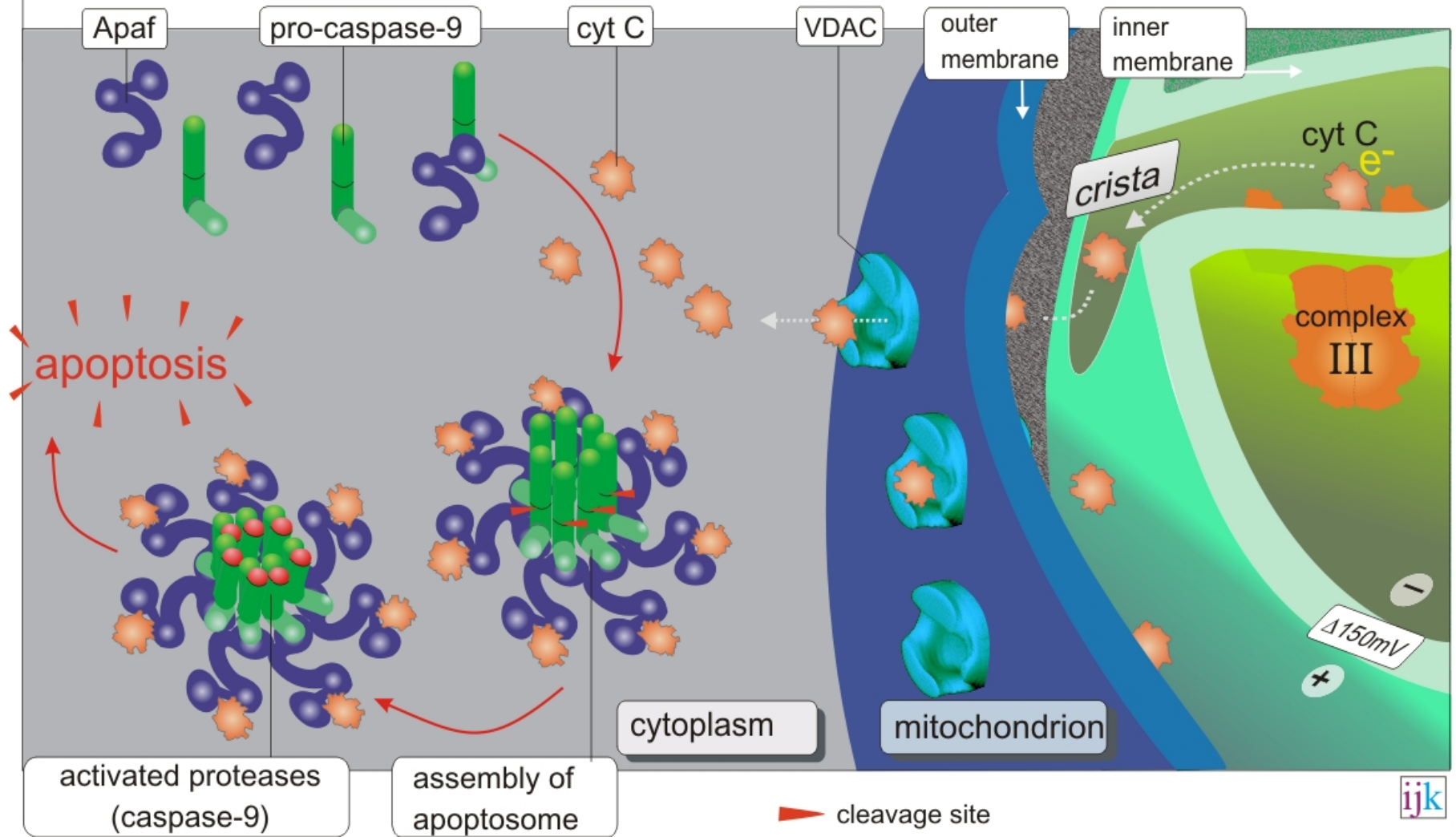




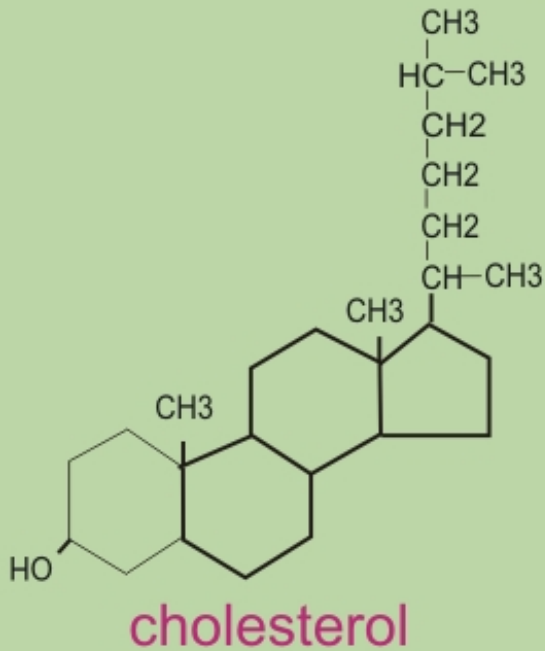
transport of metabolites across the inner mitochondrial membrane



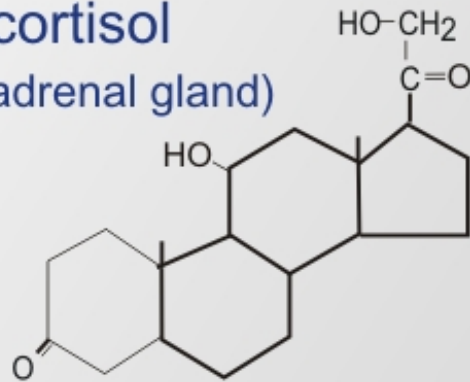
initiation of apoptosis: release of cytochrome c activates initiator caspase-9



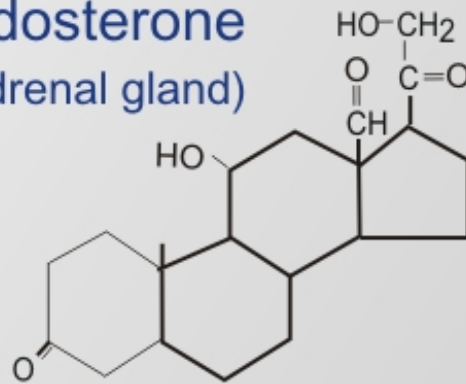
cholesterol, precursor for the synthesis of steroids



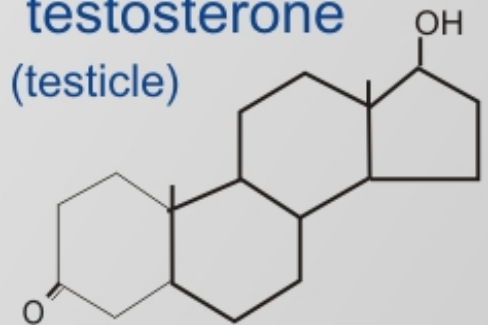
cortisol
(adrenal gland)



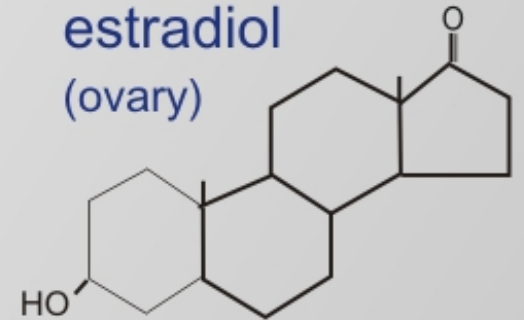
aldosterone
(adrenal gland)



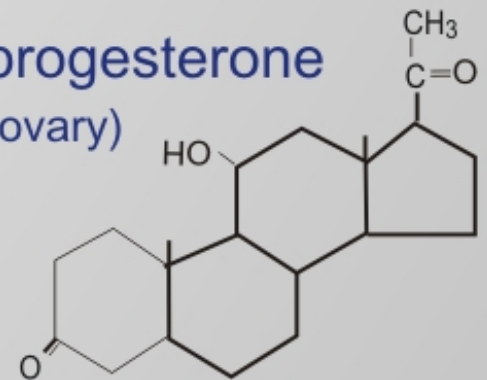
testosterone
(testicle)



estradiol
(ovary)



progesterone
(ovary)





ImageBank

- Would you like to contribute?
- Help us reach 10000 images!
- We're always on the lookout for new images
- Research Collection
 - recent and cutting edge research
 - raise awareness of your research



National Subject Profiles

- Microbiology
- Biochemistry





Short Guides

Aims:

- Accessible introductions to various topics
- Any suggestions for future guides?

Short Guide
Advice for students starting their bioscience course

What are you expecting when you start your bioscience course?
What do you hope to gain from it?
Interested in some insider tips on how to get on in your course and at your university or college?

...we you some ideas, hints and tips on how to get the course, not just focusing on studying but also making the most of your time at university or college. All the bioscience courses, from Marine Biology to Biomedical Sciences.

...radicals,
...something
...and
...to help;
...lectures and
...if you need
...read around
...the best
...material,
...lose marks
...in work labs,
...submit before
...- you'll get a

- Experiments don't always work, that's the nature of science - don't get disheartened by it.
- Work experience is a good thing, not only for your CV and bank account, but also to get you thinking about what you want to do next.
- Visit the library, not only could it save you money, by borrowing rather than buying textbooks, but it can be a great place to work.
- Take time out to relax, especially when you're revising for exams, and
- It isn't just about work! Enjoy the opportunities to do new things and meet new people.

"The best and most well rounded students also ensure they make time for relaxation and enjoyment" Fawaz Lau

Short Guide
Transition to Higher Education

Although transition, at first glance, appears to refer to the transition of a student from a secondary or FE setting to an HE institution, in reality it is much less straightforward. Therefore providing a student with a successful transition relies on a variety of participants who collectively help a student to become familiar with, engage in and succeed within a programme of study. Issues affecting transition within the biosciences can be unique, but many are applicable to a variety of sciences and other subjects. This guide is intended to be an introduction to assisting higher education teaching and learning practitioners with transition.

The Centre for Bioscience helped to promote the STAR (Student Transition And Retention) Project, an FDTLA (Fund for the Development of Teaching and Learning) project, that aimed to identify, analyse, disseminate and update examples of good practice in supporting students during periods of rapid transition from one learning environment to another with an underlying aim to increase student retention.

The case studies, booklets, reports and papers produced by the STAR Project are some of the best collections in the UK of work regarding these issues. Many of these examples highlight relevant examples in the biosciences. www.uller.ac.uk/ukltar/index.htm

The STAR booklets can be viewed at www.uller.ac.uk/ukltar/resources/2016.htm

STAR Project Booklets:

- Guidelines for the Management of Student Transition
- Student Transition and Retention
- Informing Students, Community Outreach
- Supporting Students
- 1. Tutorial Support
- 2. Early induction
- 3. Extended Induction
- 4. Special Needs
- 5. International Students
- 6. Through Course Design
- Students Supporting Students
- Student Mentoring
- Informing Students, Quality Information

Specific to retention: A Practical Guide to Retention - Updated! can be viewed at www.uller.ac.uk/ukltar/resources/STARRetentionGuide0807.pdf

"Unlike school teachers, university lecturers neither threaten nor encourage but just expect the work to be done."
Anissa Meehan, 2nd year student

Centre for bioscience



How to sheets

- Developed through funding from the ESD group
- Making your teaching more sustainable
- Ideas for introducing ESD





Student Essay

- Thank you!
- 36 entries
- Winning, runner-up and shortlisted entries all on our website





Share your teaching practice

- Case study funding
 - employer engagement
 - transition to higher education
 - general call
 - www.bioscience.heacademy.ac.uk/funding/cs
- HEAT3



Coming soon...

- New Teaching guide - Student research in the biosciences
- Report – 1st Year practicals and their influence on bioscientists
- Themed Bulletin – Practicals and fieldwork