THE UNIVERSITY of EDINBURGH

2019 Learning & Teaching Conference - Keynote Speaker Information

Professor Peter Felten, Professor of History, Assistant Provost for Teaching and Learning, and Executive Director of the Center for Engaged Learning at Elon University, North Carolina, USA.

Relationships matter: moving relationship-rich experiences from the periphery to the centre of teaching and learning

Abstract:

Decades of rigorous research documents the transformative power of relationship-rich teaching and learning in higher education. However, most students – particularly 'new majority' students - do not routinely experience educationally meaningful relationships with peers and staff. Drawing on nearly three hundred interviews with students and staff at U.S. universities and colleges, this interactive session will explore the primary factors that enable deep relational learning for students in diverse contexts. We will consider how pedagogical practices, institutional programmes, and 'mentoring moments' can make our campuses into places of 'relentless welcome' and deep learning for all of our students.

Biography:

Peter Felten is a professor of history, assistant provost for teaching and learning, and executive director of the Center for Engaged Learning at Elon University. His books include the co-authored volumes: The Undergraduate Experience: Focusing Institutions on What Matters Most (Jossey-Bass, 2016); Transforming Students: Fulfilling the Promise of Higher Education (Johns Hopkins University Press, 2014); Engaging Students as Partners in Learning and Teaching (Jossey-Bass, 2014); Transformative Conversations (Jossey-Bass, 2013); and the co-edited book Intersectionality in Action (Stylus, 2016). He has served as president of the International Society for the Scholarship of Teaching and Learning (2016-17) and also of the POD Network (2010-2011), the U.S. professional society for educational developers. He is co-editor of the International Journal for Academic Development and a fellow of the John N. Gardner Institute for Excellence in Undergraduate Education.

Dr Camille Kandiko Howson, Associate Professor of Education, Imperial College London.

The value and values of learning gain data: Evidence, ethics and enhancement

Abstract:

Learning Gain – the attempt to measure the different ways in which students benefit from their learning experience – is developing around the world as evidence of quality in higher education. A focus on student outcomes is part of concerns about value for money for government and students. Learning gain offers a lens to consider what is the purpose of higher education, across institutions and subject areas—what are graduate-level knowledge, skills and attributes?

New approaches to quantifying learning gain and developing new metrics were trialled through 13 Office for Students (OfS)-funded pilot projects across England. Drawing on these and related initiatives in the US, Germany and Australia, this keynote will explore the different uses of learning gain, the nature of the evidence used and the various metrics developed which include behavioural, cognitive and affective approaches as well as employability and other outcome measures.

How can these measures be used for enhancing the student learning experience within institutions? How does this differ across disciplines? Does this signal a shift from a sector-wide interest in teaching to more emphasis on learning? What are the ethical issues of how the student voice is used in enhancement and evaluation? These questions will be debated and policy implications discussed. Practice implications will be explored, including the use of metrics to enhance students' learning experiences, drive curriculum and pedagogical change and support teaching and learning.

Biography:

Dr Camille B. Kandiko Howson is based at Imperial College London. Her research focuses on international and comparative higher education, with areas of interest in the student experience, student engagement and learning gain.