Projects 2010: Inspire

In 2010 two awards were made to take forward ideas raised in the ‘Inspire’ process at the 2010 Teaching and Learning Conference. The first Inspire projects focused on making the most of the University’s streaming server by building a range of teaching and learning resources that showcase the varied and diverse ways in which streaming can be used as well as building training resources which support students and staff in their use. The second looked at how to integrate learning development into the student experience.

Huddersfield on Stream: Building Inspirational Streamed Learning, Teaching and Assessment Resources: Cath Ellis

The University now has a streaming server and this, coupled with a robust network, has the potential to support the delivery of truly innovative and inspirational teaching and learning resources. This potential, however, is yet to be fully realised. The benefits of streaming are clear: it enables rich embedded resources to be on-demand, self-paced and available to students at the point and place of need. This project will allow us to take a big step forward in achieving the University’s strategic aims of delivering inspirational learning and teaching which is enriched through innovation excellence, thereby better meeting our students’ expectation of high quality and supportive learning environments. It does this by building a range of teaching and learning resources that showcase the varied and diverse ways in which streaming can be used as well as building training resources which support students and staff in their use. It brings together academic, technical, library, staff development and marketing colleagues from three schools and five services to pursue five key outcomes, all of which centre around realising the full potential of the University’s streaming server.

The project has produced some University of Huddersfield idents that staff can use if they produce either videos or podcasts for an external audience. You can find them in the marketing and communications style guide on the intranet. The idents are basically an intro and an outro to the product and are created to enable a standardised look. The voiceover is by Patrick Stewart, Chancellor of the University of Huddersfield.

View the Huddersfield on Stream: final project report

A University framework to promote the integration of learning development into the student experience: Pat Hill & Paul Squires

Collaboration between Schools and services is a key issue and one which has been happening through the work of the Academic Skills Tutors and Computing and Library Services professionals. Liaison with other universities and active research has resulted in Huddersfield gaining a recognised profile based on its devolved learning development provision. Although there are measurable benefits to students from interventions in the form of workshops or one-to one tutorials (Hill, Tinker & Catterall, 2009) there is strong evidence that learning development strategies would benefit greatly from integration (Haggis, 2006). This integration requires an institution-wide understanding of the complexities involved in developing skills where context, dialogue, reflection and motivation are key elements, with relevance and timeliness being other major factors (Drew, 2004). The aim of this project, first discussed at the ‘Inspire’ Teaching and Learning Conference and followed up at University Learning and Skills Support Group (ULSSG), is to build on these initiatives to develop a cohesive and sustainable learning development framework across the University resulting in a seamless student experience.

View the final report The integration of learning development into the student experience
The project has discovered many examples of innovative practice which integrate the teaching and learning of skills within the curriculum and has used these as case studies to form the basis of the project’s newly developed website.

**Embedding Skills Website**

The outcomes include an interactive [Embedding Skills website](#) which you can search by course level (e.g. postgraduate), delivery method (e.g. lecture), skills (e.g. research) and student task (e.g. reflection).

The website includes:

- **A mapping template** which provides a framework to assess a course holistically in order to identify where the necessary skills are practised and taught. This can highlight any omission or repetition and signpost opportunities to embed learning development into the curriculum, providing a more seamless student experience with skills input from the most appropriate source at the most appropriate time.

- **A searchable database** of case studies in a range of disciplines from all three University campuses. These illustrate a wide variety of innovative teaching and learning methods. The template for the case studies follows a standard format which includes a rationale, details of the module, ideas for adapting, details of the innovators and resources. This template is available for users to contribute new case studies to add to the database.

- **A bank of resources** is being made available through the case studies featured on the website and it is envisaged that this will continue to be expanded and refined. These include lecture notes, PowerPoint presentations, student activities, assignment briefs, tutor notes and links to valuable websites.

- **A repository of current research** on embedding skills has been established on the site which will be updated regularly.

- **A set of generic principles** extrapolated from research and case studies.

- **A discussion forum** on embedding skills. Academic Skills Tutors will encourage subject lecturers to explore and contribute ideas.